

**IMPROVING STUDENTS' SKILLS OF WRITING HORTATORY  
EXPOSITION TEXTS THROUGH PORTFOLIO ASSESSMENT FOR  
THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 4  
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



BY:

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FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA**

**2013**

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## RATIFICATION SHEET

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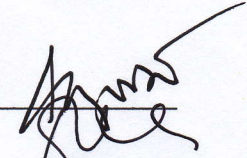
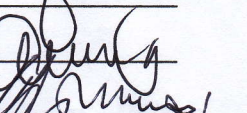
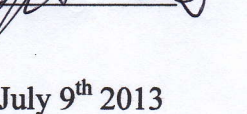
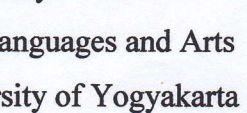
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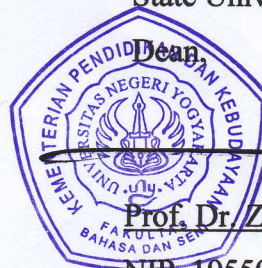
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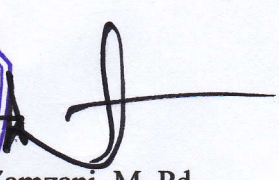
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Texts through Portfolio Assessment for the Eleventh Grade  
Students of SMA Negeri 4 Yogyakarta in the Academic Year of  
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Penulis,



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## DEDICATIONS

*I lovingly dedicate this thesis to my beloved parents and brothers for the  
patience, love, support and prayers along my life.*

## MOTTOS

*"Man Jadda Wajada"*

*"A stitch in time saves nine" (Francis Bailly)*

*"Where there is a will, there is a way"*



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Finally, I realise that this thesis is still far from being perfect. There were many mistakes made. It is expected that this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Yogyakarta, 26<sup>th</sup> of June 2013

The writer,



Petet Widyaningrum Puspitasari

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By  
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08202244018

Abstract

This research is aimed at improving students' skills of writing for the eleventh grade students of SMA Negeri 4 Yogyakarta through the use of portfolio assessment. It is expected that portfolio assessment can be used to improve the students' skills of writing in SMA Negeri 4 Yogyakarta, especially at Class XI Social 2.

This research was an action research study that consisted of two cycles. In doing the research, the researcher involved 23 students of Class XI Social 2, one English teacher as the collaborator and the researcher herself. In this research, there were two kinds of data. The first data were qualitative. To obtain the qualitative data, the researcher conducted observation, interviews, and evaluating students' writing tasks. The qualitative data were in the form of field notes, observation checklists result, interview transcripts, and students' writing. Meanwhile, the quantitative data were presented in the score of the students' writing tasks from Task 1 to Task 2.

The result of this study shows that the use of portfolio assessment can improve students' writing skills. Students' writing problems can be reduced by applying portfolio assessment. The feedback given by the researcher facilitates the students to find and to correct their errors in the writing aspects, namely content, organisation, vocabulary, language use and mechanics. In reference to the students' writing scores, the students' ability in those five aspects of writing improved after the portfolio assessment strategy was given. It can be seen that the students' mean value gain from Task 1 to Task 2 in the content aspect is 0.39; the organisation aspect is 0.47; then the vocabulary aspect is 0.48; then the language use aspect is 0.34; and the mechanics aspect is 0.32. Besides, portfolio assessment can improve the students' motivation to write because they got feedback on their writing and they got a different way in assessing writing. It also creates different classroom activities that are more enjoyable because they could find and correct their errors based on the feedback given on their writing and also they did reflections on their pieces of writing.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

In Indonesia, English is a foreign language. Therefore, it is very important to teach English at schools because by learning a foreign language the students can have access to another culture. It gives them the ability to communicate and to exchange views with people all over the world. Furthermore, learning a foreign language has a positive effect on intellectual growth and it enriches and enhances mental development. It contributes significantly to the development of individual intelligence as stated by Kirkeby (2008). Moreover, having knowledge of foreign languages increases job opportunities in many carriers because it is an asset to have a good job. Thus, by looking at those advantages of learning foreign languages, it is greatly considered necessary that English should be taught at schools because English is useful to understand and share information, thought, and feeling and also to develop science, technology, and culture.

Current curriculum says English is taught through skills and text. Therefore, English subject is directed to develop those skills so that graduates are able to communicate both spoken and written form at a certain level of literacy. English proficiency is defined as having proficient at four skills; they are listening, speaking, reading and writing. So, to be competent at English, the

students should have good ability to use those four skills. If those four skills are mastered by the students, automatically they are fully capable of communicating in English. One of the skills that is very important to have to be competent at English is writing skills.

Of great importance in learning to write is feedback provision when writing. Students need to know whether they make progress or drawbacks. In short, they need to be monitored. It is teacher's job to monitor and provide feedback on students writing. Portfolio offers an alternative to help teachers maintain, assess, and give feedback. Teachers are expected to monitor and assess the students' writing products. One of the ways which can be a solution for the teachers to always monitor the writing process of the students is using portfolio assessment which will be continued by reflections from the teachers themselves. Paulson, Paulson and Mayer (1991: 60) define portfolio as a purposeful collections of student's work that exhibits the student's efforts, progress and achievement in one or more areas. In the same spirit, Johnson *et al.* (2010: 5) also state that a portfolio may appear as simply a collection of work that has been compiled over a period of time. Portfolio assessment promotes continuous practice of writing. Students can write following the stages of writing (planning, drafting, responding, revising, editing, evaluating, and post-writing) and submit their writing after each stage for teacher's feedback. This makes students' writing is continuously monitored. In addition, conferencing the students' writing products into a portfolio allow the opportunity to look at weaknesses and strengths

which appear in several pieces of writing and thus deserve comments as stated by Nation (2009: 142).

Based on those reasons above, the researcher considered that the problems in the students' writing skills were important to be solved. The researcher thought portfolio assessment is one of positive supports that can be given by English teachers to their students to improve students' writing skills. In this research, the researcher tried to use portfolio assessment for the eleventh grade students of SMA Negeri 4 Yogyakarta in the academic year of 2012/2013.

## **B. Identification of the Problem**

It is already stated in the background of the problem of this research that one of the skills that is very important to have to be competent at English is writing skills. However, students faced difficulties in the writing class. It can be underlined that there were some problems related to students' writing skills.

In identifying the problems, the researcher conducted a survey by observing the teaching and learning process of English especially in writing for the eleventh grade Social 2 students of SMA Negeri 4 Yogyakarta. There are many factors that influenced why the students' writing ability is relatively low. Those factors are from the teacher, the students, and the process. The study uses those three problems as a base to implement an alternative of a writing assessment.

The first factor that influenced students' writing ability is from the teacher. The teacher in the class always uses the same technique which is asking



the students to do writing tasks at home. This gives the students have little time for practice. Neither does the teacher use various techniques in teaching writing. Rarely does he create an interesting activity through which the students can happily learn to write.

Another factor that influenced students' writing ability is from the students. The students still have difficulties in writing because they often make mistakes in grammar, vocabulary, mechanics, and organisation. They need to have more practices at school.

The third factor that influenced students' writing ability is about the process. The teaching and learning process is related to classroom activities. An interesting classroom activity which in this case was writing would improve the students' writing skills. The students did not only write as the way they usually do but also by using portfolio assessment they would find continuous assessments, so they would practice more. Therefore, the teacher could see their achievement and growth from time to time towards their final writings.

One of the authentic assessments which are appropriate to apply to see the students' achievement and growth from time to time towards their final writing is portfolio assessment. Kubiszyn and Borich (2010: 205) argue that the principal purpose of portfolio assessment is to tell a story of a learner's growth in proficiency, long-term achievement, and significant accomplishment in a given academic area. Moreover, they state that portfolio is a measure of deep understanding. Thus, portfolio assessment is an ideal way to assess final mastery,

effort, reflection, and growth in learning that tell the learner's "story" of achievement.

In this research, the researcher decided to use portfolio assessment to improve students' writing skills for the eleventh grade Social 2 students of SMA Negeri 4 Yogyakarta in the academic year of 2012/2013. As explained before, portfolio assessment could be one of effective ways to solve their problems in writing especially by providing continuous feedback on their writings.

### **C. Delimitation of the Problem**

Based on the identification of the problems above, the problems in this research were focused on improving students' writing skills through portfolio assessment and the implementation of portfolio assessment in writing class for the eleventh grade Social 2 students of SMA Negeri 4 Yogyakarta in the second semester in the academic year of 2012/2013.

### **D. Formulation of the Problem**

Based on the explanation of the English teaching and learning problems that has been mentioned in the identification of the problems and delimitation of the problems, the problems are formulated as follows:

1. What are the factors that influence the students' low writing competence?
2. What are the plans of action to solve the students' low writing competence?
3. What are the strategies that the researcher does to implement the plans of action?

4. What is the significance of portfolio assessment in improving the students' low writing competence?

#### **E. Research Objectives**

The objective of this research was to improve writing skills for the eleventh grade students of SMA Negeri 4 Yogyakarta in the academic year of 2012/2013 through portfolio assessment. In order to accomplish the objectives of the research, the researcher divided the steps into four. They were presented below.

- 1) Identifying factors influencing the students' low writing competence.
- 2) Developing plans of actions based on the influencing factors.
- 3) Implementing the plans of action to find out strategic action.
- 4) Describing significances of portfolio assessment in improving the students' low writing competence.

#### **F. Significance of the Research**

This research study gave advantages both theoretically and practically.

##### **1. Theoretical Significance of the Research**

The findings of the research will enrich the study in second language learning and become a reference for the next relevant type of research.

## 2. Practical Significance of the Research

### a. For the Teacher

This research can be used as a means to improve the students' writing skill in English teaching and learning process. Teachers will be more aware of students' writing. Besides, teachers will be easy to motivate students to write in English since the teachers always assist the students to complete their writing. Teachers can control their writing improvement continuously.

### b. For Students of English

This research will facilitate students for a better knowledge about writing. Through portfolio assessment and reflection, students will learn to write by using the stages of writing and get better reflections on their writings.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

#### **A. Theoretical Review**

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into five parts. They are writing, teaching writing, teaching writing in Senior High School, assessment and the portfolio assessment in the writing assessment. The discussion of each part will be presented below.

#### **1. Writing**

##### **a. The Nature of Writing**

Writing is not an easy job. With regard to its nature, many opinions emerge asserting that writing is considered to be more difficult than the other skills. This is due to the process of composing that requires many things to do. Richards and Renandya (2002: 303) state that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organising ideas, but also in translating these ideas into readable text. In this regard, Schunk (2008: 424) states that writing refers to translating ideas into linguistic symbols in print. In the same spirit, Westwood (2008: 56)



asserts that written language becomes the most difficult skill because its development involves the effective coordination of many different aspects such as cognitive, linguistic and psychomotor process. Then, speaking and written works are different in some ways. One of them is a written work cannot be understood well by the reader if it does not use appropriate language use and mechanics such as tense, spelling, punctuation, and so on. Langan (2005: 4) clearly supports by asserting that speaking does not always require specific reasons or details. On the other hand, writing, specially the academic one, demands the writer to use appropriate pattern, to write as clear as possible to minimise ambiguity, and much more. Specific reasons or details are also needed to support main idea or main sentence. Without giving details, a piece of writing would not suffice to be a good writing. Therefore writing becomes the most difficult skill to master.

The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organising as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

In general, writing is an activity of exploring opinions and ideas into words. A view related to the concepts of writing according to Spratt *et al.* (2005: 26) is that:

Writing is one of the four language skills: reading, writing, listening and speaking. Writing is a productive skill. That means it involves producing language rather than receiving it. Very simply, we can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

It means that when writers compose writing works, they commonly have two main purposes. The first is the intentions or desires to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers or audiences. That is why writers need to have ability to communicate and express the ideas in certain ways depending on the level of complexity.

In line with this, McDonald & McDonald (2002: 47) say that writing is originating and creating a unique verbal construct that is graphically recorded. Therefore, in writing we can see the product, in this case of a written product. Moreover, Schunk (2008: 430) states that writing has been viewed as a way to improve learning capabilities and academic achievement. It is because writers consider many things such as using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, word choice, letter formation, and so on.

In conclusion, writing is a productive skill that must be learnt and mastered by English learners that involves the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesise the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, word choice, letter formation, and so on. Thus, writing needs to be well learnt over time because many aspects are required in its process.

### **b. The Micro- and Macro- Skills of Writing**

In regard with writing, some experts identify two skills. Those are micro- and macro- skills of writing. The micro- skills are more related to the smaller chunks of language while the macro ones deal with the larger elements. To begin with, Brown (2004: 221) asserts that there are six micro- skills. Those are producing graphemes and orthographic patterns of English, constructing writing at an efficient rate of speed to suit the purpose, using an acceptable core of words, appropriate word order patterns and acceptable grammatical systems (e.g., tense, agreement, pluralisation), patterns, and rules, conveying a particular meaning in different grammatical forms, and using cohesive devices in written discourse. In line with this, Spratt, Pulverness, and Williams (2005: 26) note that writing involves several sub-skills (micro- skills) that include those which are emphasised on the accuracy and the communication.

Further, Brown (2004: 221) also identifies six macro- skills of writing. Those are using rhetorical forms and conventions of written discourse, completing the communicative functions of written texts, conveying links and connections between events and communicating such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification, differentiating between literal and implied meanings, conveying culturally specific references in the context of the written text, also developing and using writing strategies.

The discussion above shows us both micro- and macro- skills of writing. The micro- skills are more related to the smaller chunks of language

while the macro- ones deal with the larger elements. These are needed for producing good writings. To be more specific, knowing the micro- and macro- skills can assist the students in determining what they actually need in writing, based on their purposes. Moreover, to make writing becomes more systematic and achievable, and then the teacher can ask the students to cope with the process of writing.

### **c. The Writing Process**

After knowing the meaning of writing itself, then we can say that writing needs some process before it having into a writing product. So writing needs a sequence of process to make and modify it until a writing product is fixed. Therefore, in teaching writing, teachers should teach students step by step. In other words, teachers should pay attention to the process of writing, so as to promote students to learn many writing skills and to minimise errors.

By encouraging learners to use the writing process in the classroom, the teacher helps the students to be creative and to develop their message. In line with this, Richards and Renandya (2002: 316) state that process of writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing.

Planning is the first step in writing process. In this stage, any activity done in the classroom that is aimed to encourage students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a

blank page toward generating tentative ideas and gathering information for writing. For example group brainstorming, clustering, rapid free writing, and WH-questions. In group brainstorming, the group members should spew out ideas about the topic. It should be spontaneous. In clustering the students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines. In rapid free writing the students individually freely and quickly write down single words and phrases about the topic within a limited time of 1 or 2 minutes. In WH-questions, the students generate *who*, *why*, *what*, *where*, *when* and *how* questions about a topic.

Drafting becomes the second stage. There are two activities done inside that are relating the collected ideas coming from planning activities and then changing them into meaningful sentences. The function of drafting itself is to make the people state the points clearly.

The third stage is responding. In this stage, there are usually other people who are asked to check the writing, followed by commenting and or correcting it. The response can be in oral or written forms. Moreover, Seow in Richards and Renandya (2002: 317) also adds that the better responses are in the forms of helpful suggestions and questions that can help the writers rediscover meanings and facilitate the draft revision.

After responding, there is revising as the fourth stage. The people revise by reviewing the feedback given in the responding stage. Seow in Richards and Renandya (2002: 317) says that revising is not merely checking for language errors. This step is done to check or revise all parts like content, organisation, and



so on. It is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader. This is the product of writing process and must already have a clear message to communicate.

Fifth, there is editing stage. Different from the revising stage that focuses on the meaning, the editing stage does not focus on the content anymore. Rather, this stage has more focus on the vocabulary, the language use, and the mechanics. Richards and Renandya (2002: 318) states that in the editing stage, the writer deals with grammar, spelling, punctuation, diction, sentence, structure, and accuracy of supportive textual materials. From the importance, the need for encouraging self-editing then emerges to maximise this stage.

Evaluating then becomes the sixth stage. If it is done in a classroom, the evaluation is conducted both by the teacher and the students. The scoring system is applied on this stage. The students initially submit their final written works. Then, the teacher scores them by considering some points like relevance, organisation of ideas, and diction in the writing scoring rubric. The students can also evaluate their writing provided that they have understood the rubric application first.

The last stage is post-writing. The post-writing includes the activities the people can do with the completed writing such as the writing publication and sharing with others. This stage may be a way to increase the writer's motivation on writing. Particularly at school, for example, the motivation boost can be exemplified when the students see their works published on the school wall

magazine. The pride that the students get from that would directly pump their motivation to produce the better writing.

In short, writing is a long process that consists of many stages which are planning, drafting, responding, revising editing, evaluating, and post-writing. These complicated stages become one of the reasons why writing is regarded as the difficult skill. Therefore, the students are expected to do many maximal efforts in each stage in the process of writing.

#### **d. Assessing Writing**

The researcher realises that the most important thing to know the students' writing skill is from their product, in this case their writings. It can be assumed that if the students have a good writing skill, their writing also will be good and vice versa. In order to be fair on scoring process, the researcher needs to decide which scoring rubric that should be used as scoring reference. In nature, there are three main types of rating scales. They are primary trait scales, holistic scales, and analytic scales.

In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. However, Weigle (2002: 110) states that in second-language writing assessment, primary trait assessment has not been widely used, and little information exists on how primary trait scoring might be applied in second-language testing.

On the other hand, holistic scale is assigning a single score to a script based on the overall impression of the script. Each script is read quickly and then

judged against a rating scale, or scoring rubric, that outlines the scoring criteria. Weigle (2002: 144) argues that another drawback to holistic scoring is that a single score does not provide useful diagnostic information about a person's writing ability. It does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organisation, and so on. He adds that holistic scores are not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores.

Meanwhile, in analytic scale, scripts are rated on several aspects of writing or criteria rather than given a single score. In line with this, Weigle (2002: 114) states that analytic scoring schemes thus provide more detailed information about students' writing abilities in different aspects of writing. He also argues that analytic scoring is particularly useful for second language learners, who are more likely to show a marked or uneven profile across different aspects of writing: for example, a script may be quite well developed but have numerous grammatical errors, or a script may demonstrate an admirable control of syntax but have little or no content. Finally, analytic scoring can be more reliable than holistic scoring. Based on the reasons above, the researcher decided to use analytic scoring rubric proposed Jacobs *et al.* (1981) from Weigle (2002: 116). The writing scoring rubric is presented on the next page.

Table 1: Scoring Rubric

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.
	Good to average	3	some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	Fair to poor	2	limited knowledge of subject, little substance, and inadequate development of topic.
	Very poor	1	does not show knowledge of subject, non-substantive, not pertinent OR not enough to evaluate.
Organisation	Excellent to very good	4	fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to average	3	somewhat choppy, loosely organised but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair to poor	2	non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	1	does not communicate, no organisation OR not enough to evaluate.
Vocabulary	Excellent to very good	4	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	Good to average	3	adequate range, occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	Fair to poor	2	limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	Very poor	1	essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate.
Language Use	Excellent to very good	4	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	Good to average	3	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> .
	Fair to poor	2	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, <i>meaning confused or obscured</i> .
	Very poor	1	virtually no mastery of sentence construction rules, dominated by errors does not communicate OR not enough to evaluate.
Mechanics	Excellent to very good	4	demonstrate mastery of conventions, few errors of spelling, punctuation, capitalisation, paragraphing.
	Good to average	3	occasional errors of spelling, punctuation, capitalisation, paragraphing <i>but meaning not obscured</i> .
	Fair to poor	2	frequent errors of spelling, punctuation, capitalisation, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	no mastery of conventions, dominated by errors of spelling, punctuation, capitalisation, paragraphing, handwriting illegible OR not enough to evaluate.

The scoring rubric is used to assess the students' writing. The writing evaluation system based on the five writing components including content,

organisation, vocabulary, language use, and mechanics. The level of students' writing can be described into four categories such as excellent to very good to get four points, good to average to get three points, fair to poor to get two points, and very poor to get one point. In sum, teachers would better use this scoring rubric to assess the students' writing in order to be fair on scoring process.

## **2. Teaching Writing**

### **a. Some Basic Principles in Teaching Writing**

According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching writing especially the teacher should guide students in order that the students have good skills in writing many kinds of texts that should be taught based on the students's grade. In *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006: 126), it explains that the genres taught in the senior high schools are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Therefore, the students are expected to have good knowledge on how to make a good paragraph based on the purpose with good arrangement of the genre of texts that should be mastered by the students.

It has been mentioned earlier that teaching writing is not an easy job. Richards and Renandya (2002: 303) argue that with so many conflicting theories around and so many implementation factors to consider, planning and teaching a course in writing can be a daunting task. It is because the skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organising as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak. Therefore the teacher should choose the best way to teach writing for students in order to have good competencies in writing. Brown (2001: 346-356) says a number of basic principles for designing writing technique in teaching writing, they are:

1) Incorporate practices of “good” writers

Teachers should consider the various things that efficient writers do and their technique should include some of these practices. For example, good writers should focus on a goal or main idea in writing, easily let their first ideas flow onto the paper, follow a general organisational plan as they write, utilize feedback on their writing and revise their work efficiently.

2) Balance process and product

Because writing is a composing process and requires multiple drafts before an effective product is created, teachers should lead the students through appropriate stages in the process of writing. At the same time, the teachers should not get so caught in the stages leading up to the final product that they lose sight of the ultimate attainment: a clear, well-organised, and effective

piece of writing. These processes are aimed to make better products of writing and add experience in writing which is very useful for further writing activities.

### 3) Account for cultural/literacy backgrounds

If there are some apparent contrasts between students' native traditions and those that teachers are trying to teach, teachers should try to help students to understand what it is, exactly, that they are accustomed to bring them to the use of acceptable English rhetoric. Thus, the teacher should teach students about the differences in cultures. The differences can be in cultural backgrounds that influence writing styles.

### 4) Connect reading and writing

By reading a variety of relevant types of text, the students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing. They get examples of good sentences which are organised into good paragraphs, read a lot of words that enrich their vocabulary in writing and get knowledge to develop their ideas in choosing a topic. Thus, before writing, students should have reading activities to help them write.

### 5) Provide as much authentic writing as possible

Writing activities should connect to the real writing in which students write for some certain purposes, not only for fulfilling the teacher's assignments. For example, they publish a class newsletter, write letters to people outside of class, write a script for a skit or dramatic presentation, write a resume, write advertisements can be seen as authentic writing.

6) Frame the techniques in terms of pre-writing, drafting, and revising stages

In teaching writing, the teacher should use the writing process that can be put on pre-writing, draft writing, and revising. The pre-writing stage that encourages the generation of ideas can happen in numerous ways such as reading a passage, brainstorming, discussing a topic or question and freewriting. In addition, guided tasks are necessary to help students plan what they want to write. In drafting and revising, students must be reminded that what they write in drafting is not a finished product that is considered unchangeable, but it is flexible. Moreover, they are really suggested to involve in collaborative writing. They work in pairs or groups to share ideas that contribute to the success of the final product. The way of giving responses also has to be planned, whether the teacher has full autonomy or it also includes peer responses.

7) Strive to offer techniques that are interactive as possible

Interaction is emphasised in a process-oriented approach in which students work in pairs and groups to generate ideas and peer-edit. Generating ideas is difficult to do if they work on their own so that they need to have interaction with peers. Moreover, peer-edit helps students to deal with their writing. Teachers should not think that writing is a solitary activity. It is a good deal that a good writer can be most effectively developed within a community of learners. Therefore, teachers should strive to apply techniques that are interactive.



- 8) Sensitively apply methods of responding to and correcting your students' writing

Writing needs correction from the beginning up to the final draft. As the teachers respond to the students' writing, they act as a guide of a facilitator. After the final work turned in, they have the position of evaluator, but until then, the role of consultant will be the most productive way to respond. Ideally, the responses will be written and oral. There are many ways for responding to students' writing such as self feedback, peer feedback, and teacher feedback. Under less than ideal conditions, written comments may have to suffice.

- 9) Clearly instruct students on the rhetorical formal conventions of writing

Teachers should explain about the formal structures of writing because each type of writing has its formal structures. They should not assume that students will pick these up by absorption. To help students understand the structure of text types, the teacher should ask them to read some different types of texts with their structures.

Therefore, as a productive skill, writing must be taught in a comprehensive way, Langan (2008: 13) suggests that writing should be considered as a skill so that it can be learned like other skills such as driving, typing, or cooking. It means that a lot of practice will make a better writing. In other words, writing is something that can be learned. Thus, to be a good writer students must do a lot of writing practice.

**b. Approaches in Teaching Writing**

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. Harmer (2007:325-330) divides them into seven approaches:

**1) Process and product**

When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on process, they pay attention to the various stages that any pieces of writing go through. It includes spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

**2) Genre**

In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students who are writing within a certain genre need to consider a number of different factors; knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be read by whom.

**3) Creative writing**

It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

#### 4) Writing as a cooperative activity

Cooperative writing can work well whether the focus is on the writing process or on genre study. Reviewing and evaluating are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own.

#### 5) Building the writing habit

Teachers need to help students build the writing habit so that they recognise writing as being normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities.

#### 6) Writing-for-learning and writing-for-writing

Writing-for-learning is the kind of writing that teachers do to help students learn language or to test them on language. While writing-for-writing is the kind of writing that teachers do to make students use language in producing a text.

#### 7) The roles of the teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students, create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resource because they should be ready to supply information and language when necessary. Teachers act as feedback

provider because they should respond positively and encouragingly to the content of what the students have written.

A number of different approaches to teach writing has been mentioned above but teachers need to apply the appropriate approaches in teaching writing based on the students. Teachers are the people that know more about their students' ability and condition so that they can choose the right approaches to be applied in teaching writing.

### **3. Teaching Writing in Senior High School**

#### **a. Aims and Objectives of the Teaching of English According to the 2006 Curriculum**

Based on Standard of Competence and Basic Competence of Curriculum 2006, the learning of English should be developed equally both oral and written. That curriculum also states that the major aim of the English lesson at senior high schools is to make the students have certain abilities as follows:

- 1) Developing the communicative competence both written and oral to achieve the informational literacy level.
- 2) Being aware of the importance of English to increase the nation competitive ability in the global society.
- 3) Developing the students' understanding about the relationship between language and culture.

Meanwhile, it is stated that Standard of Graduate Competence of English (*PERMENDIKNAS* No 23, 2006) for each level is communicative

competence in the form of spoken language accompanying action for elementary schools, in the form of spoken and written for achieving a functional literacy level for junior high schools, in the form of spoken and written for achieving some informational literacy level for senior high schools.

Teaching writing for students of senior high schools is important because English is one of the compulsory subjects that have to be taught for students of senior high schools. Moreover, as stated in *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006: 126) the students should have discourse ability. It means that the students have ability to understand and/or produce spoken or written text that is realised in four skills. Those are listening, speaking, reading, and writing. Second, the students should have ability in understanding and producing many kinds short functional texts, monologue and also essays. Third, they should have supporting competence such as linguistic competence, sociocultural competence, strategic competence, and discourse formation competence.

In addition, English is also one of the skills that is being examined in the National Examination. English learning in senior high schools is targetted to make the students reach informational level to communicate both spoken and written. One scope of English learning at senior high schools is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking as stated in *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006:

126). The teaching materials gradation appears in using vocabulary, grammar, and rhetoric steps. It means that the students should know what they are expected to do in each text. Therefore, the students are expected to understand on how to make a good paragraph with good arrangement based on the genre of texts that they should master.

#### **b. Materials for Teaching Writing in Senior High School**

In this research, the materials which are given to the students are based on the standard of competence of the School-Based Curriculum based on *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006: 134). The standard of competence and basic competence for writing at senior high schools in the second semester of the eleventh grade is presented below.

Table 2: **Standard of Competence and Basic Competence of Writing**

Standard of Competence	Basic Competence
<b>Writing</b>	
12. To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.	<p>12.1 Students are able to express meaning in the form of a short functional text (e.g. banner, poster, pamphlet, etc) official and unofficial by using written language accurately, fluently, and appropriately in the context of daily life.</p> <p>12.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of narrative, spoof and hortatory exposition.</p>

Based on the table above, it can be concluded that in the second semester the materials for writing are about short functional, narrative, spoof and hortatory

exposition texts. Due to the materials in the curriculum, the researcher only teaches about hortatory exposition text because the function of hortatory exposition text is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation. As most of the students usually make mistakes in grammar, especially the use of simple present tense and passive voice. The students will be easier to propose their point of view with some arguments and give suggestions at the end of their hortatory exposition text by using simple present tense and passive voice. That is why the researcher decides to teach hortatory exposition text in this research.

### **c. Strategies of Teaching Writing in Senior High School**

Harmer (2004:11) states many traditional approaches fail to incorporate the kinds of insight into the writing process. In many teaching practice, students write a composition in the classroom which the teacher corrects and hands back the next day covered in red ink but they put the corrected piece of works in their folders and rarely look at them again. Harmer also adds that for many years, the teaching of writing has been focused on the written product than the writing process. In other words, the students' attention was directed to the *What* rather than the *How* of text construction. However, teachers should apply an appropriate strategy in teaching writing that concentrate on the process of writing. Harmer (2004:11-12) suggests some strategies to be considered by the teachers in teaching writing, they are:

1) The way teachers get students to plan

Before getting students to write, teachers can encourage them to think about what they are going to write by planning the content and sequence what they will put down on paper. The teachers can ask them to do brainstorming in pairs or groups.

2) The way teachers encourage them to draft, reflect and revise

Teachers need to encourage students to reflect on what they have written, to treat first drafts as first attempts and not as finished products. One way to do this is to have the students involved in collaborative writing. Collaborative writing is a pair or group of students working together to respond to each other's writing, making suggestion for changes, and contributing to the success of the finished product.

3) The way teachers respond to the students' writing

In order to make the writing proses work well, the teachers may need to rethink the way in which they react to their students' work. They can respond to the students' work by reading their drafts and then making written suggestions about how the text could be reordered.

As English learning in senior high school is intended to make the students reach informational level to communicate both spoken and written, the strategies that have been mentioned can be applied in teaching writing in senior high school. The most important strategy is the way teachers respond to the students' work. Harmer (2007:148) also states that teachers can respond to their students' writing by stating what they like, how they feel about the text and what



they think the students might do next time if they are going to write something similar. In responding to the students' work, teachers can also provide feedback to encourage the students to write and to tell about the errors on the students' writing.

#### **d. Hortatory Exposition Text in the Teaching of Writing**

In connection with writing in the senior high school, there are some genres taught namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. In this study, the researcher chose hortatory exposition text to be the focus of the material. The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

Furthermore, there are rhetorical structure and language features forming the text. The rhetorical structure that covers hortatory exposition texts namely thesis, arguments, and suggestion. In the thesis, the writer should give general statement of topic discussed. After that the writer might give some arguments or reasons that lead to recommendation. At last, the writer should give suggestion which contains what should or should not happen. In addition, the hortatory exposition text language features are abstract nouns, action verbs, connectives, evaluative words, modal adverbs, passive voice, and simple present tense.

In conclusion, writing can be defined as an activity of communicating a message on a page which involves both higher parts that are self-regulated

thinking process and lower-order transcription skills such as handwriting, punctuation, and spelling. Furthermore, it is done through long processes consisting of planning, drafting, responding, revising, editing, evaluating, and post-writing. Besides, the process approach was selected to apply in the teaching writing as the focus of the research was more on the process. Then, the writing evaluation system was based on the five components including content, organisation, vocabulary, language use, and mechanics.

#### **4. Assessment**

##### **a. The Nature of Assessment**

Assessment is different from testing. Brown (2004 :4) states that test is used to measure and evaluate the students' performances and it also occurs at identifiable times in a curriculum while assessment is an ongoing process, encompassing a much wider domain. Whenever a student responds to the questions asked by the teacher, or even gives a comment, the teacher subconsciously makes an assessment.

Moreover, there are some differences of assessment based on its functions. Barrett (2006: 1-2) explains that there are assessment of learning and assessment for learning. Assessment of learning can be defined as an assessment used for knowing the students' final achievement of learning. Brown (2004: 6) has the same idea related to it by using summative assessment. He says that this assessment aims to measure what a student has grasped, and typically occurs at the end of a course or unit of instruction. Otherwise, assessment for learning or as

called as formative assessment is different. The assessment reform in Barrett (2006: 2) gives the definition of this assessment as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

In sum, assessment is an ongoing activity to measure the students’ performance which has wider domain than testing. Furthermore, assessment has different roles if it is seen from different function.

#### **b. The Types of Writing Assessment**

There are some ways used to assess the students’ written works. Huerta and Macias in Richards and Renandya (2002: 339) state that writing assessment can be in the form of traditional testing or the alternative one. The traditional testing is the common activity done by the teacher by asking the students to show what they are able to do. The point is that they are evaluated on what they have produced rather than on what they are able to recall and reproduce.

Different from the traditional one, the alternative assessment gives the students opportunities to show both what they can produce and reproduce. It is also supported by Gracia and Pearson in Richard and Renandya (2002: 339) noting that the alternative assessment has the main goal to gather evidence on how the students are noticing, processsing , and completing ‘real-life’ tasks in a particular domain.

Furthermore, there are many forms of the alternative assessment. Penaflorida in Richard and Renandya (2002: 347-350) explains that it can be in the forms of portfolio assessment, protocol analysis, learning logs, journal entries,

or dialogue journals. As the focus of the research, portfolio assessment is discussed further in the next point.

## **5. The Portfolio Assessment in the Writing Assessment**

### **a. The Nature of Portfolio Assessment**

One of the most popular alternatives in assessment, especially within a framework of communicative language teaching, is portfolio development. In the last decade portfolios have become increasingly popular in the classroom. As typically applied in schools today, portfolios may best be conceptualised as a systemic way of collecting, organising, and evaluating examples of students' work products (Reynolds *et al.*, 2009: 269). Johnson *et al* (2010: 5) say that a portfolio may appear as simply a collection of work that has been compiled over a period of time. In this relation, Nitko and Brookhart (2011: 280) state a portfolio is a limited collection of a student's work used either to present the student's best work(s) or to demonstrate the student's educational growth over a given time. Concerning assessment of writing, Weigle (2002: 198) says that portfolio is a collection of written texts written for different purposes over a period of time.

### **b. The Implementation of Portfolio Assessment in Teaching of Writing**

To conduct portfolio assessments in class, the teacher should implement appropriate stages in order to get good achievement for students' writing. Portfolios can fail if objectives are not clear, if guidelines are not given to students, if systematic periodic review and feedback are not present, and so on. Teacher thus needs to pay attention to the correct steps to conduct portfolio assessment. Brown (2004: 257-259) states that the successful portfolio will

depend on following a number of steps and guidelines as cited in Reid (1993), the steps are including stating objectives clearly, here the teacher needs to give explanation clearly what the students should achieve after the process of writing done. Second, giving guidelines on what materials to include, in this stage the teacher controls of portfolio contents so the guidance from the teacher will keep students on target with curricular objectives. Third, communicating assessment criteria to students, here the two sources – self-assessment and teacher assessment must be incorporated in order for students to receive the maximum benefit. The teacher should describe what components that become the focus of the evaluation. Fourth, designating time within the curriculum for portfolio development, it is the teachers' authority to make sure that students have time set aside for portfolio work (including in-class time). Fifth, establishing periodic schedules for review and conferencing, the teacher provides time for giving feedback towards students' writing. Sixth, designating an accessible place to keep portfolios, here the teacher provides a file folder for each student to put their portfolio and ask them to bring to class only if the English subject exist. The last is providing positive washback-giving final assessments, the teacher gives grade on students' writing.

Moreover, Penaflorida in Richards and Renandya (2002: 347-348) had similar procedures. At first, there was an explanation of the portfolio use. Then, related to the portfolio keeping, the students were to keep their portfolios on a file folder so that their pieces of writing could not lose. At the end of the classes, the portfolios were returned to the students with written comments and suggestions from the researcher as the teacher.

Reflecting on the studies before, the researcher determined the procedures of portfolio assessment on writing class as well. Firstly, before the implementation, some interviews and a preliminary class observation were conducted to find out the students' problems on writing. Furthermore, some activities in the teaching and learning process were done. Those were introducing the students with the portfolio assessment and the application, keeping them with some reflective activities, giving them much more time to have some conferences on their works, giving written comments on their works or told intentionally, and asking them to collect all their works in a file folder for each student at the end of each writing process. After that, the writing scores gathered in the last meetings in two cycles were compared. After knowing those steps, the researcher was expected to conduct portfolio assessment in appropriate ways without deleting any of the steps as ordered before. By doing so, improving students writing skills would be attainable.

### **c. The Characteristics of Portfolio Assessment**

Portfolio has its own characteristics. Hamp-Lycons and Condon (2000) cited in Weigle (2002: 199) state that there are many characteristics of portfolio assessment such as: a portfolio is a collection of written works, rather than a single writing sample. It enables the writer to display a range of written works, in different genres and for different audiences and purposes, reflects closely the learning situation and demonstrates what the writer has accomplished within the context being discussed. An important characteristic portfolio is giving students both the opportunity and the motivation to revise written products before a final

evaluation is given so that the students can select which pieces best fulfill the evaluation criteria and can revise them. Besides, a portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to reflect about their development as writers and how the pieces in the portfolio represent that development. Furthermore, a portfolio can measure growth along specific parameters, such as linguistic accuracy or the ability to organise and develop an argument. Moreover, a portfolio can measure development over time.

Hamp-Lycons and Condon (2000) in Weigle (2002: 199-200) state that the most important components of a portfolio are collection, reflection, and selection. A portfolio must include a collection of written works. Thus, a portfolio is not a portfolio if it does not contain more than one piece of writing. However, a collection of written works is not enough to make the portfolio can be evaluated. It also should contain reflection. The process of reflection is explicitly included in the portfolio that describes the contents and they were chosen, and discusses how the writing reflects the writer's strengths and progress in writing. Moreover, with a continuous process of feedback to the student at every stage of the process, there is little motivation for the students to assemble a portfolio and for them, portfolio becomes a meaningful exercise.

In addition, Nunan and Wong (2003) in Nunan (2004: 160) argue that portfolios should contain the following:

- 1) *A self-introduction* This provides an introduction and overview as well as a rationale from the author on the exhibits presented in the portfolio.
- 2) *Samples of both spoken and written language* For completeness, the portfolio needs to contain samples of both spoken and written language.

- 3) *Evidence of growth and development* The exhibits presented in the portfolio should provide clear evidence of growth and development on the part of the student.
- 4) *Evidence of reflective learning* In many ways, this is the most important part of the portfolio.

In sum, the characteristics of using portfolio assessment above show that kind of assessment can give a large number of contributions toward students' writing skill improvement if it is implemented. Their writing will be better and better.

#### **d. The Advantages of Portfolio Assessment**

Many experts give supports related to the advantages of portfolio assessment. First of all, portfolio can make the entire information of the students' learning progress easily seen and controlled. As Kemp and Taperoff (1998: 3-4) in Nunan (2004: 160) also argue that a portfolio shows efforts to improve and develop, and demonstrates progress over time. The students also have to reflect on their own progress and the quality of their work so as to know the learning goals so it can develop awareness of autonomous learning. From its use to keep all the students' works, finally portfolio becomes a good choice for the teacher who wants to consider the students' work progress in assessing them.

Reid (1993: 249-250) also delineates that portfolio evaluation has several advantages, such as it reinforces commitment to writing processes and multiple drafts, establishes the course as developmental, sequential, and a classroom writing environment as the basis for effective writing. It also encourages students to assume responsibility for their own writing and allows a more complex look at the complex activity of writing.



Reynolds (2009: 271) also argues that portfolio assessments have a number of advantages. The following are a number of advantages of portfolio assessments:

- 1) Portfolios are particularly good at reflecting students' achievement and growth over time. Possibly the greatest strength of portfolios is that they are exemplary at illustrating a student's progress over an extended period of time. As a result, they can greatly facilitate communication with students and parents by providing actual examples of the student's work.
- 2) Portfolios may help motivate students and get them more involved in the learning process. Because students typically help select items for and maintain the portfolio, evaluating their progress as they do so, makes them more motivated to become actively involved in the learning and assessment process.
- 3) Portfolios many enhance students' ability to evaluate their own performances and products. Because students are typically asked to evaluate their own progress, it is expected that they will demonstrate enhanced self-assessment skills.
- 4) When used correctly portfolios can strengthen the relationship between instruction and assessment. Because portfolios often incorporate products closely linked to classroom instruction, they can help strengthen the relationship between instruction and assessment.
- 5) Portfolios can enhance teachers' communication with both students and parents. Providing regular student-teacher and parent-teacher conferences to

review the contents of portfolios in an excellent way to enhance communication.

Brown (2004: 257) adds that there are some other benefits of portfolio assessment as follows:

- 1) foster intrinsic motivation, responsibility, and ownership,
- 2) promote student-teacher interaction with the teacher as facilitator,
- 3) individualise learning and celebrate the uniqueness of each student,
- 4) provide tangible evidence of a student's work,
- 5) facilitate critical thinking, self-assessment, and revision processes,
- 6) offer opportunities for collaborative work with peer, and
- 7) permit assessment of multiple dimensions of language learning.

In addition, portfolio can help improve the students' writing skills as the works can be studied comprehensively, the students get additional improvement on the grammar, vocabulary, and all covered in the writing ability. Aydin (2010: 485-486) supports this by saying that portfolio assessment is beneficial in improving vocabulary, content, organisation, and mechanic aspect in writing.

From the advantages mentioned above, this assessment was finally chosen as one of the best solutions in improving the students' writing skills.

## **B. Relevant Research Studies**

There are some previous research studies about portfolio assessment. A study done by Bryant & Timmins from Hong Kong Institute of Education in 1996-1998 which investigated the use of portfolio assessment in the classroom of HKIEd found that:

- 1) Student self-evaluation is an integral part of student assessment
- 2) Alternative non-traditional student assessment provides a new perspective on learning

- 3) Teachers need to continue to develop implementation student assessment to enhance student learning
- 4) Teachers need to devote more time and effort to evaluation for formative purposes
- 5) The implementation of students self-evaluation requires corresponding changes to pedagogy and curriculum
- 6) The teacher's role is vital in developing a structured learning environment where students are given independence in their learning
- 7) The learning outcomes for students and teachers include the improvement of organisation, evaluation skills, memory, personal growth, cooperation, reflective practice, self-reliance, independence and action planning.

Another research study conducted by Sharifi and Hassaskhah (2011).

This research was conducted because a question appeared, asking to what extent portfolio as one of the assessments in the current educational trend had strength in improving the teaching and learning process. They then tried to find the answer by conducting a study on writing skill improvement through portfolio assessment. The research was conducted with 20 intermediate-level male students at Shahid Sattari Air University. During the semester, the researchers administered 10 tests to the students: five pre-tests and five post-tests. Besides, before the research was started, the teacher gave background knowledge of the portfolio project to the students. Some reflective activities were also done, like conferences between student and teacher, teacher was commenting on the students' works, self-reflecting until peer-assessing. At the end of the experiment, the quantitative data showed the students' improvements grew over time. It could be seen from tests and questionnaires given to the students. Thus, the portfolio assessment was regarded to be fruitful in sharpening the students' writing skills.

They also found that portfolio assessment helps students to enhance their reflective skills and to develop a sense of responsibility for their own

professional development. Therefore, if the portfolio assessment does not improve students' reflective skills and also develop a sense of responsibility for their own professional development, the portfolio must have failed. Thus, it needs the amount of support and guidance from the teacher.

In reference to above studies, portfolio assessment is regarded as the effective way to improve the students' ability especially on the writing one. Many studies give positive result of the portfolio use although there were also some weaknesses felt by the participants. All the same, the students give a big support for the application of portfolio assessment. That is why, the following research may make a reference of those studies.

To sum up, portfolio assessment is one of the alternative assessments that gives the students opportunities to show both what they can produce and reproduce which has main goal to gather evidence on how the students are noticing, processing, and completing tasks in a particular domain. Thus, portfolio assessment explicitly emphasises on the process of writing. Therefore, it can be concluded that portfolio assessment can be used as an approach in teaching and learning process that can be called as process approach.

### **C. Conceptual Framework**

In the teaching and learning English, many opinions emerge asserting that writing is considered to be more difficult than the other skills. This is due to the process of composing that requires many things to do. There are some problems which can make the students get difficulty when writing a text. The problems are possibly caused by some factors from the students, the technique which is used by the teacher to teach and the classroom activities in teaching and learning process. To overcome this problems, a strategic action is needed.

The researcher thinks portfolio assessment is one of the positive supports that can be given by English teachers to their students to improve students' writing skills because there are many advantages of using portfolio assessment. First, the teacher can see the students' growth easily by using portfolio as the medium for collecting their works. Second, portfolio can help improve the students' writing skills as the works can be studied comprehensively, so the students get additional improvement on the grammar, vocabulary, and all covered in the writing ability. Third, portfolio assessment can foster the students' intrinsic motivation that is good for writing energy. Fourth, it can promote the students' autonomy and responsibility. These can be reflected from their activities in self reflection and self-editing practices. Fifth, portfolio assessment can also maximise the interaction between the students and the teacher through routine feedback. Sixth, the students and the teacher can see writing as a process, not a product. This implies that the teacher does not consider the students' writing from the final score only. Moreover, the process is worthy as well. The last, this kind of

assessment is also encouraging the confidence among the students to think and to write creatively.

This research is aimed at improving students' writing skills by using portfolio assessment. The researcher kept the students with some reflective activities, gave them much more time to have some conferences on their works, gave written comments on their works or told intentionally. The comments can be used to provide positive feedback that encourages the students' motivation to write. The last, the researcher asked them to collect all their works in a file folder for each student at the end of each writing process. After that, the writing scores gathered in the last meetings in two cycles were compared. By following those steps, the researcher was expected to conduct portfolio assessment in appropriate ways without deleting any of single steps ordered. The researcher believes that portfolio assessment can be a solution to overcome the students' low writing skills. By using portfolio assessment, the students' skills of writing can be improved.

Therefore, to conduct the research, the researcher did some steps. First, she observed to find and identify the problems of teaching and learning process of writing. After finding some problems, the researcher thought about the way to solve the problems. Then, she planned to apply portfolio assessment to solve the problems. With regard to the strengths of portfolio assessment stated earlier, the problems occurring on writing skills among the eleventh grade students at SMA Negeri 4 Yogyakarta could be solved. Also, their writing skills could be well improved.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method used in this research. The chapter consists of type of the research, setting of the research, subjects of the research, the schedule of the research, instruments of the research, data and the technique of collecting data, the technique of the data analysis, validity and reliability of the data, procedure of the research and scoring scheme for writing. Each of them is presented in the following discussion.

#### **A. Type of the Research**

In line with the goal of this research, to improve the writing skills of the students through the use of portfolio assessment, this research was an action research study. It tried to find the problems during the English teaching and learning process especially in teaching writing and tried to find the solutions of the problems. The research design used in this research was the spiral of cycles of planning, action, observation, and reflection as the basis for a problem solving as proposed by Stephen Kemmis and Robin McTaggart (1988) in Burns (2010: 7-8).

#### **B. Setting of the Research**

This part consists of two issues. The first issue is the place of the research and the second issue is the schedule of the research.

### **1. Place of the Research**

This research was conducted in SMA Negeri 4 Yogyakarta. The school is located at Jl. Magelang Karangwaru Lor, Kota Yogyakarta.

### **2. Schedule of the Research**

The research was conducted within the second semester of the 2012/2013 academic year. The research was conducted from January to February 2013. In conducting the actions, the researcher followed the English schedule of class XI Social 2 of SMA Negeri 4 Yogyakarta.

### **C. Subjects of the Research**

The subjects of the research were the students of class XI Social 2 of SMA N 4 Yogyakarta in the academic year of 2012/2013. The class consisted of 23 students. There were 13 girls and 10 boys. They were chosen as the subjects of the research based on the discussion with the English teacher. There was some consideration of choosing the students of class XI Social 2 of SMA N 4 Yogyakarta. It was related to the students' writing skills. The students of class XI Social 2 had the lowest average of writing score if it is compared with the writing score of other classes in the same grade. Therefore, based on the complexity of the problem, the researcher and the collaborator decided to choose class XI Social 2 of SMA N 4 Yogyakarta as the subjects of this research.



#### **D. Object of the Research**

This research focused on the writing skills for the eleventh grade students of SMA Negeri 4 Yogyakarta in the academic year of 2012/2013.

#### **E. Data and Instruments of the Research**

The data of the research were in the forms of field notes, interview transcripts, writing scores, and photos. The instruments of the research are presented below.

##### **1. Observation sheets**

Observation sheets were used to record whether the plans to improve the students writing ability were done or not. The observation sheets provided by the researcher were filled by the collaborator or teacher who became the observer. The collaborator put a tick to statements of the teaching and learning process during the implementation of the action (portfolio assessment).

##### **2. Interview guidelines**

Interview guidelines were needed to guide the researcher when conducted interviews before, during, and after the learning process using portfolio assessment. Interview guidelines contained some issues such as the questions around teaching writing before action, the implementation of portfolio assessment, the problems found during the implementation, and the students' and collaborator's perspective towards portfolio assessment.

### **3. Students' writing tasks**

Students' writing tasks were used as media to get information about students' writing ability after the portfolio assessment has been given to the students. To get students write, writing tasks were provided. The students were required to do two tasks to see whether or not there would be improvement on students' writing skills. The first task was the students should write a hortatory exposition text with the topic provided by the researcher, then they should choose the topic they liked. The second task was the same as the first task that they should write a hortatory exposition text but the topic was free.

Beside those three main instruments of the research, there were two additional instruments which supported the research so that the researcher gathered more complete data. They were camera and portfolio file folder. The camera was very useful to take photographs while the portfolio file folder was used to keep the students' writing from being loose.

### **F. Data Collection Technique**

The data of the research were qualitative and quantitative in nature. The information on the teaching and learning process before and during the implementation of the action research and what the students expect from the writing class, that is qualitative in nature, was collected by observing the teaching process and interviewing both the English teacher and students. Moreover, the quantitative data were collected from the scores of the students' writing tasks.

### **1. Observation**

The researcher observed the teaching and learning process in class XI Social 2 and students' progress in writing to get information needed in the next action plan in this research. Everything related to the students' behavior in writing, the teacher's action in the class, and problems related to the teaching and learning process were noted.

### **2. Interviews**

The researcher conducted interviews with the collaborator and the students to get the data related to the teacher's and students' behaviour and their perspectives in writing before, during, and after the action implemented.

### **3. Evaluating students' writing tasks**

The researcher and the collaborator gave tasks in this research which were used portfolio assessment. Then, they evaluate students' writing.

## **G. Data Analysis Technique**

The data were analysed from the result of students' writing performances, observation checklists, field notes, and interview transcripts. Then, the researcher analysed the description of opinions and the result of the research. To get the reliability of the data, the researcher did a triangulation with the collaborator. While the students' writing performance was evaluated by using Jacobs *et al.*'s writing scoring rubric, then the scores were compared in the Cycle 1 and Cycle 2 to see the students' improvement. In evaluating the students'

writing performances, the researcher did inter rater reliability with the collaborator.

## **H. Validity and Reliability of the Data**

The validity and reliability of the data in this research was based on the criteria proposed by Anderson in Burns (1999:161-165). The validity of the data were democratic validity, outcome validity, process validity, dialogic validity and catalytic validity. To make the data valid, the researcher used these kinds of validity:

### **1. Democratic validity**

The democratic validity was obtained by doing collaboration with the English teacher and the students as the data resources who had a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. The researcher interviewed the English teacher and the students before, during, and after the actions to get their perspectives of the actions. She also had discussions with the English teacher as the collaborator in reflecting the actions during the implementation of portfolio assessment.

### **2. Outcome validity**

The outcome validity in this research was gained by looking at the result of the actions. The researcher and the collaborator analysed the results of the actions together which have been done. The researcher and the collaborators analysed the success and the failure of the actions.

### **3. Process validity**

The process validity was obtained by doing a triangulation technique that the researcher was gathering reports of a teaching situation from two quite different points of view. They were the English teacher as collaborator and the students. This was done to avoid the bias that might happen.

### **4. Dialogic validity**

To get the dialogic validity, the researcher always had dialogues with the teacher as the collaborator in discussing what she had done during the implementation of the actions so the researcher can make some reflections in order to get suggestions to improve the next action. The researcher also gave chances to the teacher and the students to give responses of the actions.

### **5. Catalytic Validity**

Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. To fulfill this validity, the researcher identified the changes occurring during and after the actions by using some interviews.

Meanwhile, the reliability of the research was obtained by providing the genuine data, such as field notes, interview transcripts, observation checklists, photographs and the students' writing scores. To gain the trustworthiness, the researcher used triangulation. Anderson in Burns (2010: 95-96) says that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. It proved that the researcher's reflections and

conclusions were supported by the data and not just by her own biases. The triangulation used in this research are stated as follows:

### **1. Time triangulation**

The data of this research were collected at different points in time. The researcher obtained the data on the students' improvement in writing by conducting tasks. She also conducted interviews with the teacher and the students before, during and after the actions. Moreover, the teaching and learning process were recorded in every meeting in the observation checklists and field notes.

### **2. Investigator triangulation**

The researcher asked another research member to help her in the reflection steps. It was done to avoid biased interpretations. Furthermore, the researcher asked the teacher as the collaborator to observe the teaching and learning process so the teacher had much contribution in the process of documenting of the field notes and the observation checklists.

### **3. Theoretical Triangulation**

The data were analysed from many perspectives. The researcher analysed the data based on more than one theoretical review in interpreting the data.

## **I. Procedure of the Research**

### **1. Determining the Thematic Concern-Reconnaissance**

The researcher conducted the reconnaissance step to find out information concerning students' writing skills. In reference to the interview with

the collaborator and the students, the major problems that the students have were spelling, punctuation, using appropriate tense, and the content for their writings. Besides, the English teacher also gave short time for students to practice writing because writing takes a long time to finish. Therefore, he was very enthusiastic when the researcher wanted to conduct an action research related to the students' writing ability. The researcher thought that a new technique in teaching writing was needed by the students and the teacher. The technique in teaching writing used by the researcher and the collaborator was through a portfolio assessment. Portfolio assessment can show evidence of high-level accomplishment of the students' writing.

## **2. Planning**

After the researcher and the collaborator identified the problems, they made some planning to decide the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of SMA Negeri 4 Yogyakarta. They prepared the technique to solve the problems they face. The researcher also prepared the course grid that would be implemented in the teaching and learning process.

## **3. Action and Observation**

After the planning was agreed on, the actions were implemented in the class, in 2 cycles. The researcher and the collaborator observed and took notes of anything that happened in the class. The implementation of the actions based on the observations, notes, and records of the students' responses during the actions.

#### **4. Reflection**

After the researcher conducted Cycle 1 and Cycle 2 completely, she and the collaborator did reflections. They discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not.

#### **J. Scoring Scheme for Writing**

The researcher and the collaborator focused on five components of writing, namely content, organisation, vocabulary, language use and mechanics.

The following presents the scoring scheme which is used in this research adapted from Jacobs *et al.*'s (1981) scoring profile in Weigle (2002: 116).



Table 3: Scoring Rubric

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.
	Good to average	3	some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	Fair to poor	2	limited knowledge of subject, little substance, and inadequate development of topic.
	Very poor	1	does not show knowledge of subject, non-substantive, not pertinent OR not enough to evaluate.
Organisation	Excellent to very good	4	fluent expression, ideas clearly stated/supported, succinct, well-organised, logical sequencing, cohesive.
	Good to average	3	somewhat choppy, loosely organised but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair to poor	2	non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	1	does not communicate, no organisation OR not enough to evaluate.
Vocabulary	Excellent to very good	4	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	Good to average	3	adequate range, occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	Fair to poor	2	limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	Very poor	1	essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate.
Language Use	Excellent to very good	4	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	Good to average	3	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> .
	Fair to poor	2	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, <i>meaning confused or obscured</i> .
	Very poor	1	virtually no mastery of sentence construction rules, dominated by errors does not communicate OR not enough to evaluate.
Mechanics	Excellent to very good	4	demonstrate mastery of conventions, few errors of spelling, punctuation, capitalisation, paragraphing.
	Good to average	3	occasional errors of spelling, punctuation, capitalisation, paragraphing <i>but meaning not obscured</i> .
	Fair to poor	2	frequent errors of spelling, punctuation, capitalisation, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	no mastery of conventions, dominated by errors of spelling, punctuation, capitalisation, paragraphing, handwriting illegible OR not enough to evaluate.

The rubric provides five aspects of writing namely content, organisation, vocabulary, language use and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is

5. By knowing the highest score ( $Xh$ ) and the lowest score ( $Xl$ ) above, the formulation of the ideal mean ( $\bar{Xl}$ ) and the ideal standard deviation ( $\sigma i$ ) can be calculated as follows.

$$\bar{Xl} = \frac{Xh + Xl}{2}$$

$$= \frac{20 + 5}{2}$$

$$= 12.5$$

$$\sigma i = \frac{Xh - \bar{Xl}}{3}$$

$$= \frac{20 - 12.5}{3}$$

$$= 2.5$$

The result of the ideal standard deviation is used to make a conversion table to score the students writing skills. There are six class intervals; excellent, very good, good, fair, poor and very poor. The table is presented as follows.

Table 4: **The Conversion Table**

Class Interval	Interpretation
17.5 – 19.9	excellent
15.0 – 17.4	very good
12.5 – 14.9	good
10.0 – 12.4	fair
7.5 – 9.9	poor
5.0 – 7.4	very poor

Furthermore, there were two independent raters in assessing students' writing. The first rater was the English teacher of class XI Social 2 who is qualified for assessing students' writing and the second rater was the researcher herself. In evaluating students' writing, she and the collaborator gave an appropriate score in each aspect. The indicators of success can be seen from the increase in the number of students who get good scores increased in Cycle 2.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the process of the research conducted in Cycle 1 and Cycle 2, the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

#### A. Research Findings

##### 1. Identification of the Field Problems

After doing the preliminary classroom observation, the researcher made a vignette that explains the teaching-learning process. The vignette of the preliminary classroom observation was shown below.

“The teacher and the researcher came to class XI Social 2. The lesson started at 10.45 am. **When the bell had rung, the teacher came to the class but the students were still not ready to study because** there were some students outside the class and some of them were eating in the class. Then, the teacher waited for them till they were ready to study. After waiting for about five minutes, the teacher greeted the students. Then, the teacher asked the chairperson to lead to say a prayer. **However, some students made noise in the class.** The teacher introduced the researcher and told about the objective of the research. The researcher also made it clear by introducing herself and told about her plan to conduct research for about two months. Then, the teacher started the lesson by asking some students about their writing of a narrative text. **Many students have not finished yet.**

Then, the teacher reminded the students about the generic structures of a narrative text. Some students could answer but some could not. Then, the teacher asked the students to continue writing while he gave feedback the students' who have finished their writing. The researcher was allowed to walk around the class to see the process of students writing. The researcher saw that **many students were confused in expressing their ideas into written form. They were confused at choosing words for their writing and they also made errors in word order, spelling, several errors of**

**agreement, and in using article. Moreover, some students were passive and sleepy in the class even there was one student sleeping in the class.**

Then, after the teacher gave their writing back and asked them to revise, they were still confused with why they were making errors and how to make it right. **Some students were confused about the teacher's feedback. They were confused about what they should write. They said that they lacked of language practices in writing.** They did not know that they should change V1 into V2 in making a narrative text. **The students also had difficulties in arranging sentences or in using an appropriate tense. They asked their friends to translate Indonesian sentences into English. They even did not pay attention to the spelling and punctuation. They also made noise in the class and played handphone and there were some students walking around the class.** The bell had rung. The teacher asked the students to submit their writing and closed the lesson.

After the researcher did the observation, she conducted interviews with the teacher and the students to know the problems in the teaching and learning process. The following is an interview transcript between the researcher and the teacher/the collaborator.

- R: *"Mereka sudah percaya diri belum pak dalam menulis?"*  
 ("Do they have confidence in writing, Sir?")
- C: *"Kebanyakan belum, lebih mereka merasa takut membuat kesalahan." "Terutama di dalam tata bahasanya tadi, kemudian kosakatanya, mereka masih merasa ketakutan." "Misalnya mereka bertanya "Boleh ga' pak kalau kami menulis menggunakan pensil?", itu sebenarnya salah satu indikasi kalau mereka tidak yakin, percaya dirinya belum muncul."*  
**("Most of them do not have. They fear of making errors, especially in grammar, and vocabulary. For example they ask "May I use pencil to write, Sir?", "That is actually one indicator that they are not confident; their self-confidence does not appear yet.")**
- R: *"Kesulitan apa saja yang sering bapak temui saat mengajar writing khususnya?"*  
 ("What are the difficulties that you find in teaching writing, Sir?")
- C: *"Yang paling utama motivasi, itu jelas." "Terutama bagi siswa yang tidak terbiasa menulis atau mungkin yang rasa percaya dirinya masih rendah, ya itu permasalahan utama di situ, kemudian keterbatasan kosakata yang mereka miliki, terutama dalam perubahan kata kerja itu terbatas, itu yang membuat mereka sering berbuat kesalahan sehingga mereka sering sekali merasa minder."*  
**("The most important thing is motivation, which is obvious especially for students who are not accustomed to write or have low self-confidence. Yes that is a crucial problem. So are their vocabularies, especially in**

**changing verbs. That is what makes them make errors, so they often feel inferior.”)**

R: “*Kesalahan-kesalahan apa saja yang sering bapak temui dalam writing mereka?*”

(“What errors do you usually find in students’ writing, Sir?”)

C: “*Jadi kosakata, spelling, dan perubahan kata kerja itu yang paling sering saya temui.*”

(“**Vocabulary, spelling, and verbs forms.**”)

R: “*Apakah sebagian besar anak didik bapak sudah memahami grammar atau language use yang harus dipakai ketika akan menulis?*”

(“Have most of your students understood how to use grammar and language use properly when they will write?”)

C: “*Kalau sebagian besar belum, mungkin baru dikit ya.*”

(“**Most of them have not yet, may be few of them.**”)

R: “*Kalau ada kesalahan pada content, mechanics, dan organisation langkah apa yang bapak ambil untuk membenarkan mereka?*”

(“If there are errors on content, mechanics, and organisation, what will you do to correct them all?”)

C: “*Saya memberitahu langsung.*” “*Kalau pada content saya memberitahu tujuannya seperti apa yang saya inginkan, saya meminta mereka untuk membuat ulang jika terdapat banyak kesalahan.*”

(“**I tell them directly.**” “**For the content I tell what I want, I ask them to rewrite it if there are many errors.**”)

R: “*Langkah apa yang bapak ambil jika peserta didik menemui kesulitan menulis karena vocabulary mereka terbatas?*”

(“What do you do if you find that your students have difficulties in writing because of the lack of vocabularies they have?”)

C: “*Saya mengencourage mereka untuk aktif bertanya selain melatih kemampuan saya untuk mengingat kosakata.*”

(“I encourage them to actively ask questions besides it will practice me to recall my vocabularies.”)

R: “*Apakah bapak sudah pernah mengevaluasi hasil tulisan peserta didik menggunakan portfolio assessment?*”

(“Have you ever evaluated the students’ writing by using portfolio assessment?”)

C: “*Hmm...belum pernah mbak.*”

(“**Hmm...never.**”)

R: “*Kalau untuk self-reflectionnya sudah belum pak, semisal mereka membuat refleksi terhadap tulisan mereka sendiri.*”

(“How about self-reflection, have you ever done it, Sir?” “For example, asking them to reflect on their writing.”)

C: “*Hmm...sementara ini belum.*”

(“**Hmm...not yet for a while.**”)

R: “*Teknik apa yang bapak terapkan untuk mengevaluasi tulisan peserta didik?*”

(“What technique do you usually use to evaluate students’ writing?”)

C: “*Memberikan penilaian langsung.*”

**(“Giving direct assessment.”)**

(Interview, January 08<sup>th</sup>, 2013)

The following are some interview transcripts of the researcher and the students.

- R: “*Adik suka ga pelajaran menulis dek?*”  
 (“Do you like writing?”)
- S4: “*Tapi menulisnya Bahasa Indonesia apa Bahasa Inggris?*”  
 (“Is it in Indonesian or English?”)
- R: “*Bahasa Inggris.*”  
 (“In English.”)
- R: “*Kalau pelajaran menulis thu menurut adik-adik thu membosankan atau menyenangkan?*”  
 (“In your opinion, writing is boring or fun?”)
- S4: “*Membosankan kalau Bahasa Inggris, menyenangkan kalau Bahasa Indonesia.*”  
**(“Boring if it is in English, fun if it is Indonesia.”)**
- R: “*Sukanya menulis apa sich dek?*”  
 (“What do you like to write?”)
- S4: “*Puisi.*”  
 (“A poem.”)
- R: “*Terus kalau nulis gitu biasanya kesulitan apa yang ditemui?*”  
**(“What are the difficulties that you find in writing?”)**
- S2: “*Verb yang pertama, verb kedua.*”  
**(“Verb 1, Verb 2.”)**
- R: “*Jadi masalah tense?*”  
**(“So, is it about tense?”)**
- S2: “*Iya.*”  
**(“Yes.”)**
- R: “*Terus suka bingung ga milih kata-kata gitu?*”  
**(“Are you confused in choosing appropriate vocabulary?”)**
- S: “*Ya sedikit bingung.*”  
**(“Yes, I’m quite confused.”)**

(Interview, January, 12<sup>th</sup> 2013)

- R: “*Apakah adik sudah percaya diri pada saat menulis?*”  
 (“Have you felt confident while writing?”)
- S1: “*Lumayan.*”  
**(“Pretty good.”)**
- R: “*Kalau dek Nia?*”  
 (“How about you Nia?”)
- S2: “*Belum Miss, karena vocab saya masih sedikit.*”  
**(“Not yet Miss, because I still have limited vocabularies.”)**
- R: “*Sering mengalami kesulitan dalam menulis?*”  
**(“Do you often find difficulties in writing?”)**

- S1&S2: *"Iya sering."*  
 ("Yes, Miss")
- R: *"Kesulitan apa saja itu dek?"*  
 ("What difficulties are they?")
- S1: *"Terutama vocab sama grammarnya."*  
 ("The most challenging problems are vocabulary and grammar.")
- R: *"Kalau dek Nia?"*  
 ("How about you, Nia?")
- S2: *"Sama sich sama."*  
 ("Likewise.")
- R: *"Kalau kesulitan dalam organisation dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf gitu?"*  
 ("How about the difficulties in organisation, it is about how you arrange paragraphs according to the text that you write or mechanics that is related to spelling, punctuation, capitalisation and paragraphing?")
- S1&S2: *"Ga."*  
 ("No.")
- R: *"Apakah adik membuat banyak kesalahan dalam menulis?"*  
 ("Do you make many errors in writing?")
- S1: *"Ya lumayan banyak Miss."*  
 ("Yes, quite many Miss.")
- R: *"Misalnya apa?" "Mungkin content dari segi isi, organisation dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis, vocabulary, language use (grammar) atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?"*  
 ("What are they?" "Is it about content, organisation that relates to how you arrange paragraphs based on the text type that you write, vocabulary, language use (grammar), or mechanics that is related to spelling, punctuation, capitalisation and paragraphing?")
- S1&S2: *"Oh itu mbak grammarnya."*  
 ("Oh, grammar Miss.")
- (Interview, January 12<sup>th</sup>, 2013)

- 
- R: *"Apakah adik senang menulis?"*  
 ("Do you like writing?")
- S1: *"Tergantung mood mbak."*  
 ("It depends on my mood Miss.")
- R: *"Kalau dek Ryzki?"*  
 ("How about you Ryzki?")
- S2: *"Kalau menurut saya nulis itu juga belajar karena kita berusaha nuangin apa yang ada di pikiran kita."*  
 ("In my opinion, writing is learning because we try to write what exists in our mind.")
- R: *"Kalau nulis (writing) dalam Bahasa Inggris senang ga'?"*  
 ("How about writing in English, do you like it?")



S1:	<p><i>"Ya tergantung motivasinya nya sich. Kalau saya lagi termotivasi untuk lancar writingnya ya udah pasti senang, apalagi kalau gurunya juga njelasinnya pelan-pelan."</i></p> <p><b>("It depends on my motivation too." "If the teacher explains more slowly, it makes me want to write.")</b></p>
R:	<p><i>"Kalau motivasinya gede ga?"</i></p> <p><b>("How about your motivation, is it big?")</b></p>
S1:	<p><i>"Ya itu tadi kalau lagi niat ya pingin menulis tapi kalau lagi malas ga ada motivasinya sama sekali."</i></p> <p><b>("Yes, like what I have said before, if I wish to write, I write but if I do not want to do it I do not have motivation at all.")</b></p>
R:	<p><i>"Adik sendiri sudah percaya diri belum dalam menulis?"</i></p> <p><b>("Are you confident in writing?")</b></p>
S1:	<p><i>"Belum begitu."</i></p> <p><b>("Not really.")</b></p>
R:	<p><i>"Apakah adik merasa kemampuan menulis adik sudah baik?"</i></p> <p><b>("Have you felt that your writing ability is good?")</b></p>
S1&S2:	<p><i>"Saya belum."</i></p> <p><b>("I don't.")</b></p>
R:	<p><i>"Apakah adik merasa kesulitan dalam menulis?"</i></p> <p><b>("Do you have difficulties in writing?")</b></p>
S1&S2:	<p><i>"Terkadang ya."</i></p> <p><b>("Yes, sometimes.")</b></p>
R:	<p><i>"Kesulitan apa saja misalnya?"</i></p> <p><b>("What are the difficulties?")</b></p>
S1:	<p><i>"Kadang-kadang pas nulis blank di tengah jalan." "Idenya ga' keluar."</i></p> <p><b>("Sometimes when I write I get stuck." "I do not have ideas.")</b></p>
R:	<p><i>"Kira-kira kesalahan apa saja yang sering terjadi pada tulisan adik?"</i></p> <p><i>"Misalnya content dari segi isi, organisation dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis, vocabulary, language use (grammar) atau mechanics dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?"</i></p> <p><b>("What errors do you make on your writing?" "For example content, organisation that relates to how you arrange paragraphs based on the text type that you write, vocabulary, language use (grammar), or mechanics that is related to spelling, punctuation, capitalisation and paragraphing?")</b></p>
S1:	<p><i>"Vocab dan grammar."</i></p> <p><b>("Vocab and grammar.")</b></p>

(Interview, January 12<sup>th</sup> 2013)

Based on the vignette and the interview transcripts above, the researcher and the teacher discussed some problems that were found.

Table 5: **Field Problems in the English Teaching and Learning Process in**  
**Class XI Social 2**

No	Problems	Codes	Sources	
			Observation	Interview
1.	When the teacher came to the class, the students were still not ready to study.	S	√	
2.	The students were confused to answer the teacher's questions.	S	√	
3.	The students talked to each other when the teaching and learning activity was still going on.	S	√	
4.	The students were passive in the class.	S	√	√
5.	Some students were sleepy and sleeping in the class.	S	√	√
6.	They also made noise in the class and played handphone and there were some students walking around the class.	S	√	
7.	The students considered English as a difficult subject.			√
8.	The students get bored with writing.	S		√
9.	Most students were confused about what they should write.	S	√	√
10.	Most students did not have self confidence in writing.	S		√
11.	Most students were confused in expressing their ideas into written form.	S	√	√
12.	Most students were confused to look for appropriate vocabularies.	S	√	√
13.	Most students made errors in word order, spelling, several errors of agreement, and in using article.	S	√	
14.	Most students had low ability in arranging sentences or in using an appropriate tense.	S	√	√
15.	The students did not pay attention to the spelling, punctuation and capitalisation.	S	√	√
16.	Some students were confused to differentiate among various kinds of text.	S		√
17.	The students had difficulties in learning grammar.	S	√	√
18.	The students had low ability in writing.	S	√	√
19.	Some students were confused about the teacher's feedback.	T	√	√
20.	The teacher said that he has difficulties to build students' motivation to write.	T		√
21.	The teacher always directly grades the students' writing.	Tec		√
22.	The teacher said that he has difficulties in teaching writing.	Tec		√
23.	The technique applied by the teacher was less attractive.	Tec	√	√
24.	The classroom activities were monotonous.	P	√	√
25.	The students lacked of language practices in writing.	P		√

S: students    T: teacher    Tec: technique    P: process

From the list of problems above, the researcher and the teacher discussed which field problems related to the students' writing skills which were feasible to be solved. The problems were elaborated as follows:

Table 6: **Field Problems which were Feasible to be Solved**

No	Problems	Indicators
1.	<b>Content</b> Most students had difficulties in generating ideas.	Most students were confused about what they should write. It could be seen from their writing that they could not develop the topic or supporting sentences well.
2.	<b>Organisation</b> Most students had difficulties in organising the paragraphs.	Most students had difficulties in organising sentences into a good paragraph. It could be seen from their writing that they wrote paragraphs which were not cohesive, had bad organisation, and lacked of focus.
3.	<b>Vocabulary</b> Most students had difficulties to use appropriate vocabulary items.	The students' vocabulary mastery was still low. It could be seen that most students wrote using inappropriate English vocabulary, for example: 1. She <u>uses</u> a red hat and green skirt. It should be 'She wears a red hat and green skirt'. 2. It was an <u>excited</u> moment. It should be 'It was an exciting moment.'
4.	<b>Language use/grammar</b> The students made many errors in the grammar.	The students made many errors related to agreement, tense, word order, articles, for example: 1. She <u>walk</u> alone. It should be 'She walks alone.' 2. They <u>come</u> to the funeral yesterday. It should be 'They came to the funeral yesterday.'
5.	<b>Mechanics</b> The students made many errors related to the mechanics aspect.	The students did not pay attention to the spelling, punctuation and capitalisation, for example: 1. She <u>usualy</u> passed that path. It should be 'She usually passes that path.' 2. Last <u>Night</u> , there were two men came to her house. It should be 'Last night, there were two men came to her house.'
6.	<b>Tehnique</b> The technique used by the teacher in teaching writing was less attractive.	It could be seen that the teacher asked the students to simply produce a piece of writing without helping them to experience step by step process of writing so the students felt confused about what they should do.
7.	<b>Classroom activities</b> The classroom activities were monotonous.	The monotonous classroom activities made the students feel bored and sleepy in the classroom.

Based on those problems, students needed a way that could improve their writing skills. Thus, the researcher and the English teacher decided to use portfolio assessment to solve the students' writing problems related to the content, organisation, vocabulary, language use, and mechanics. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

## **2. Implementation of the Actions**

This part describes Cycle 1 and Cycle 2. The process in each cycle is discussed below.

### **a. Report of Cycle 1**

The teaching and learning process in Cycle 1 conducted in nine meetings. In this cycle, the researcher and collaborator administered three steps as discussed in the following sections.

#### **1. Planning**

In this part, the researcher and the collaborator made some plans as the following.

##### **a) First Meeting**

- 1) Explaining the aim and objective of conducting research to the students and give a file folder for each student to keep their portfolio,
- 2) Introducing and explaining to the students about portfolio assessment,

- 3) Explaining to the students what they have to do while writing by using the steps in portfolio assessment.

**b) Second Meeting**

- 1) Introducing the topic being discussed to the students,
- 2) Giving an example of a hortatory exposition text to the students,
- 3) Giving seven questions that can give students knowledge about the social function of a hortatory exposition text.

**c) Third Meeting**

- 1) Presenting and explaining a material about hortatory exposition text to the students,
- 2) Giving a task about generic structure of a hortatory text to make the students understand about hortatory exposition text in pairs, then answer it orally,
- 3) Assisting the students to be familiar with the simple present tense and passive voice as this tense was dominantly used to produce a hortatory exposition text,
- 4) Giving some tasks about generic structures, simple present tense, and passive voice,
- 5) Discussing the students' answer together.

**d) Fourth Meeting**

- 1) Identifying the language features of a hortatory exposition text in pairs,
- 2) Arranging jumbled paragraphs in pairs,
- 3) Choosing one of five topics that has been provided by the researcher, making the title, and set the goal of writing by using portfolio assessment,
- 4) Asking the students to write a draft of a hortatory exposition text.

**e) Fifth Meeting**

- 1) Continuing writing the draft of hortatory exposition text.

**f) Sixth Meeting**

- 1) Collecting the students' goal setting, draft and self reflection,
- 2) Correcting the students' draft.

**g) Seventh Meeting**

- 1) Asking the students to do self-reflection after finishing the draft,
- 2) Returning the students' draft,
- 3) Explaining about the feedback given on the students' draft,
- 4) Asking the students to revise their draft and do reflection on revision,
- 5) Collecting students' Task 1,
- 6) Giving score on the students' Task 1.

**h) Eighth Meeting**

- 1) Asking the students to do self-reflection after finishing the draft to the students who had not finished yet in the previous meeting,
- 2) Returning the students' draft,
- 3) Explaining about the feedback given on the students' draft,
- 4) Asking the students to revise their draft and do reflection on revision,
- 5) Collecting students' Task 1,
- 6) Giving score on the students' Task 1.

**i) Ninth Meeting**

- 1) Returning the students' draft,
- 2) Explaining about the feedback given on the students' draft,

- 3) Asking the students to revise their draft,
- 4) Asked the students to do reflection on revision,
- 5) Collecting students' Task 1,
- 6) Giving score on the students' Task 1.

## **2) Action and Observation**

The action of Cycle 1 was conducted in nine meetings. The first meeting was the activity where the researcher explained the aim and objective of conducting research to the students and gave a file folder for each student to keep their portfolio. The researcher also introduced and explained to the students about portfolio assessment and what they have to do while writing by using the steps in portfolio assessment.

The second meeting was the activity where the researcher acted as a teacher and the English teacher as a collaborator. The researcher started the lesson by introducing the topic being discussed to the students, giving an example of a hortatory exposition text to the students, and giving seven questions that can give students knowledge about the social function of a hortatory exposition text.

The third meeting was the activity where the researcher taught the students about the parts (generic structures) of a hortatory exposition text. The researcher also assisted the students to be familiar with the simple present tense and passive voice. She also added the activity by giving some tasks related to simple present tense and passive voice. The last, she and the students discussed the answer together.

The fourth meeting was the activity where the researcher asked the students to identify the language features of a hortatory exposition text in pairs, arranged jumbled paragraphs in pairs, and chose one of five topics that has been provided by the researcher, made the title, and set the goal of writing by using portfolio assessment. She also asked the students to write a draft of a hortatory exposition text.

The fifth meeting was the activity where the researcher asked the students to continue writing their draft because most of them had not finished yet. Even many of them had not started writing at all.

The sixth meeting was the activity where the researcher collected the students' goal setting, draft and self reflection. She also corrected the students' draft. In this meeting, only three students who had finished and collected their draft.

The seventh meeting was the activity where the researcher asked the students to do self-reflection after finishing their draft, returned the students' draft, explained about the feedback given on the students' draft, asked the students to revise their draft, and collected the students' work on Task 1 because the researcher and the collaborator would score the work.

The eighth meeting was the activity where the researcher asked the students to do self-reflection after finishing their draft to the students who had not finished yet in the previous meeting, returned and explained about the feedback given on the students' draft who had finished in previous meeting and continued



by asking the students to revise their draft, collected the students' work on Task 1 because the researcher and the collaborator would score the work.

The ninth meeting was the last meeting of Cycle 1. In this meeting, the researcher returned the students' draft done in previous meeting, then explained about the feedback given on the students' draft, asked the students to revise their draft, asked the students to do reflection on revision, collected the students' work on Task 1 because the researcher and the collaborator would score the work. In this meeting, all students had finished revising their draft and also had done reflection on revision.

#### **a) First Meeting**

The first meeting was held on Saturday, January 12<sup>th</sup> 2013. The researcher acted as the teacher. She started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. After that she explained the aim and objective of conducting research to the students and distributed a file folder for each student to keep their portfolio. She also reminded the students to bring the file folder in every meeting. Then, she introduced and explained to the students about portfolio assessment. The students were very enthusiastic to know more about portfolio assessment. It can be seen from the following field note.

<p>Some students asked <b>“What is portfolio assessment, Miss?”</b> Some of them also said <b>“We never get it, Miss.”</b></p>
--

(Field Note 3, January 12<sup>th</sup> 2013.)

After she explained to the students what they have to do while writing by using the steps in portfolio assessment, the bell rang. Before the researcher ended the

class, she asked the students about their understanding on portfolio assessment. Then, the researcher ended the class.

#### **b) Second Meeting**

The second meeting was held on January 15<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray, and checking the students' attendance list. After that, she started the lesson by giving some questions like "Are you happy being a student?", "What do you get from school?" etc. The students were very enthusiastic to answer the researcher's questions with their own answers. It can be seen from the following field note.

"Are you happy being a student?" all of them said "Yes, I am happy.". "What do you get from school?" Some of them said "Knowledge, friends, pocket money, etc." "Do you agree with home schooling?" "Why?" or "Why not?" Some of them said agree because the children will be more focus on the lesson, some of them said disagree because the children cannot socialise with others. "What do you think about cheating?" They said "That's not good, some of them just smiling, and the last question is "What do you think about smoking at school?" They said "It is bad."

(Field note 4, Januari 15<sup>th</sup> 2013.)

After that the researcher distributed an example of a hortatory exposition text entitled "*Helping Children Discover Their Own Identity*". She asked the students to read for about five minutes, and then she asked them to answer seven questions orally in order that the students can understand the social function of a hortatory exposition text.

When the researcher asked them "Where do you usually find a kind of texts like this?" they answered "In the newspaper and magazine". Then, when the researcher asked "What is the social purpose of this text?", some of them said "To

argue”, “To give arguments for something”, etc. The researcher gave additional information to the students’ that a hortatory exposition text was a text which has a purpose to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation. It means that from the text given, they understood the social function of the text although it was as incomplete as the researcher’s additional information. After that, she discussed the questions with the students. As the bell was ringing, the researcher closed the lesson.

### **c) Third Meeting**

The third meeting was held on Saturday, January 19<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students’ attendance list. Then, the researcher asked the students to open the text entitled “*Helping Children Discover Their Own Identity*” which has been given in the previous meeting. The researcher asked them to read the text once again. She continued the teaching process by asking five questions related to the parts of a hortatory exposition text and some of the questions were comprehension questions. Some students answered the researcher’s questions, and the others just listened to their friends’ answers. Because most of them did not answer the researcher questions, then the researcher presented and explained the parts (generic structure) of a hortatory exposition text. She explained that a hortatory exposition text consists of thesis (the general statement of topic discussed), arguments (reasons for concern, leading to recommendation) and suggestion (which contains what should or should not

happen). She discussed again the questions, and then all students could answer the questions correctly.

Moreover, in order to make the students understand more about hortatory exposition text, after discussing the parts of a hortatory exposition text, the researcher continued the lesson by asking one more question about language features. They were asked to identify the language features of the text. They could not answer at all. The researcher helped them by asking them what tense is used in the text. It can be shown from the following field note.

To help the students, R firstly asked **“What tense is mostly used in the text?”** then, most of them said **“Simple present tense, Miss.”**  
(Field Note 5, January 19<sup>th</sup> 2013)

Besides, the researcher also asked about abstract noun, action verbs, connectives, evaluative words modal adverbs, and passive voice. Unfortunately, the students have not known about them all, and then the researcher had to explain it first. It can be shown from the following field note.

In relation to the students have not known some things that were expected by R and **they could not mention some things like abstract nouns, action verbs, and evaluative words.** R explained what those mean and gave some examples of the words.  
(Field Note 5, January 19<sup>th</sup> 2013)

After that, the researcher discussed again the text, then they can mention the language features of the text correctly.

In order to make the students understood more about hortatory exposition text, the researcher gave some tasks related to generic structure, simple present tense, and passive voice in pairs. They are asked to identify the generic

structures of a hortatory exposition text entitled “*School Uniform, another Good Lesson*”, put the verbs in the brackets into the simple present tense, identify incorrect words of ten sentences and then write the correct ones, and to change the active sentences into passive sentences. The researcher walked around the class to monitor the students’ activity. After that, she and the students discussed the task. Some of them answered the questions correctly. Before the researcher ended the class, she asked the students about their difficulties related to the activity and the given material. Then, the researcher ended the class.

#### **d) Fourth Meeting**

The fourth meeting was held on Tuesday, January 22<sup>nd</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students’ attendance list. The researcher directly asked the students to do the task of identifying the language features of a hortatory exposition text in pairs as they have known the language features in a hortatory exposition text namely abstract nouns, action verbs, connectives, evaluative words, modal adverbs, passive voice, and simple present tense in the previous meeting. She also added the task of arranging the jumbled paragraphs. When the students did the task, the researcher distributed some pieces of paper to the students for writing and doing reflections.

After all students finished doing the tasks, the researcher and the students discussed the tasks together. After that, the researcher explained to the students what they should do with the pieces of paper given. Later, in the pieces of the paper they should write some reflections. Moreover, the researcher also had

provided blank paper for them to write. Then, the researcher asked them to choose one of five topics that had been provided by the researcher, make the title, and set the goal of writing by using portfolio assessment. In setting their goal, many students were still confused how to express their ideas in English. It can be shown from the following field note.

**Some students were confused at expressing their ideas in English.** Some of them ask “How to say *saya ingin lebih lancar menulis, saya ingin meningkatkan kemampuan menulis, saya akan bertanya kepada teman-teman, saya ingin memperbaiki grammar.*”

(Field note 6, January 22<sup>nd</sup> 2013)

The researcher moved around the class to make sure all students did writing activity. She guided and helped the students to write the text too. For the students who had finished making a title and setting their goal, the researcher asked them to write a draft of a hortatory exposition text. As the bell was ringing, the researcher ended the class and asked them to continue their draft writing at home.

#### **e) Fifth Meeting**

The fifth meeting was held on Saturday, January 26<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students’ attendance list. The researcher asked the students to continue writing their draft as most of them had not finished yet. It can be shown from the following field note.

R asked to the students “Have you done your hortatory exposition draft?” **Surprisingly, all students said “Not yet, Miss.”**

(Field note 7, January 26<sup>th</sup> 2013)

The researcher also found that the some students were not serious in writing their draft. They made a noise, played and walked around the class. It can be shown from the following figures.



**Figure 1: The Students Played and Walked around the Class**



**Figure 2: The researcher walked and controlled the students around the class**

Then, the researcher asked them to continue writing until the bell rang. She moved around the class to make sure all students do the writing activity. She guided and helped the students to write the text too. As the bell was ringing, the researcher ended the class.

#### **f) Sixth Meeting**

The sixth meeting was held on Tuesday, January 29<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

In this meeting, some students had finished writing their draft, some had not, and some had not written at all. It can be shown from the following field note.

R asked the students whether they had finished writing their hortatory exposition text draft or not. Then, **some of them said "I have finished."** **Some said "No, I have not finished yet."** There were **some of them who said "No, I have not written at all."**

(Field note 8, January 29<sup>th</sup> 2013.)

The researcher asked the students to continue writing for them who had not finished yet. She also asked the students to do self-reflection for them who had finished. Moreover, for them who had not written at all, the researcher asked to start writing the outline by giving an example. She also helped the students who had difficulties to find appropriate vocabularies for their writing and gave explanation for reflection questions. She moved around the class to make sure all students do the writing activity. She guided and helped the students to write the text too. She asked two students why they did not start writing. The following was the conversation between the researcher and the students.



R: *“Pas Miss Petet suruh nulis kalian ga’ nulis-nulis thu karena apa dek?”*  
 (“Why did not you start writing even when I had asked you to write?”)  
 S1: *“Bingung. Terlebih lagi karena banyak yang belum jadi kita juga santai saja Miss.”*  
 (“**I am confused.**” “**Anyway, many students have not finished their writing.**” “**So, why should we rush?**”)  
 (Interview January, 29<sup>th</sup> 2013)

Before the researcher ended the class, she collected the students’ draft and self-reflection. As the bell was ringing, the researcher ended the class.

#### g) Seventh Meeting

The seventh meeting was held on Saturday, February 2<sup>nd</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students’ attendance list.

In this meeting, some students had finished writing their draft, some had not, and some had not written at all. It can be shown from the following field note.

R asked the students whether they had finished writing their hortatory exposition text draft or not. Then, **some of them said “I have finished.” Some said “No, I have not finished yet.”** There **some of them said “No, I have not written at all.”**  
 (Field note 9, February 2<sup>nd</sup> 2013.)

The researcher asked the students to continue writing for them who had not finished yet. For them who had not written at all, the researcher asked to start writing the outline. Moreover, for them who had finished, the researcher asked them to do self-reflection.

The researcher returned the draft of the students who had collected their draft in the previous meeting which had been reviewed by the researcher. She

called them one by one to take their draft feedback. Then, she asked the students to correct their errors based on the feedback and to rewrite their draft.

The researcher moved around the class to make sure all students do writing activity. She also helped students who had difficulties to find appropriate vocabularies for their writing, gave a clear direction for them who had difficulties in expressing their ideas in English, and gave explanation for reflection questions.

Before the researcher ended the class, she collected the students' draft and self- reflection. As the bell was ringing, the researcher ended the class.

#### **h) Eighth Meeting**

The eighth meeting was held on Tuesday, February 5<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

In this meeting, some students had finished writing their draft, and some still had not. It can be shown from the following field note.

R asked the students whether they had finished writing their hortatory exposition text draft or not. Then, **some of them said "I have finished."** **Some of them said "No, I have not finished yet."**

(Field note 10, February 5<sup>th</sup> 2013.)

The researcher asked the students to continue writing for them who had not finished yet. She also asked the students to do self-reflection for them who had finished.

The researcher returned the draft of the students who had collected their draft in the previous meeting which had been reviewed by the researcher. She

called them one by one to take their draft feedback. Then, she asked the students to correct their errors based on the feedback and to rewrite their draft.

The researcher moved around the class to make sure all students do writing activity. She also helped students who had difficulties to find appropriate vocabularies for their writing and gave a clear direction for them who had difficulties in expressing their ideas in English.

Before the researcher ended the class, she collected the students' draft and self- reflection. She also reminded the students to bring their draft, self- reflection, and revision in the next meeting. As the bell was ringing, the researcher ended the class.

#### **i) Ninth Meeting**

This meeting was the last meeting of Cycle 1 which was held on Saturday, February 9<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

The researcher returned the draft of the students who had collected their draft in the previous meeting which had been reviewed by the researcher. She called them one by one to take their draft feedback. Then, she asked the students to correct their errors based on the feedback and to rewrite their draft. After that she asked them to do reflection on revision and reflection on growth.

The researcher moved around the class to make sure all students do writing activity. She also helped students who had difficulties to find appropriate vocabularies for their writing. It can be shown from the following field note.

**Some students asked the difficult words**, like “What is *penjaga perpustakaan* in English, Miss?” How to say *tipe buku seperti itu terbatas* in English?”, “What is *canggih* in English, Miss?” etc.

(Field note, February 9<sup>th</sup> 2013.)

Before the researcher ended the class, she collected the students’ draft and self- reflection of three students who had just finished in the last meeting of Cycle 1. She also collected the revision and reflection on revision of the students’ writing. As the bell was ringing, the researcher ended the class.

### **3) Reflection**

Based on the observations in Cycle 1 which were done through field notes, interview transcripts and samples of the students’ writing, the researcher did not get any difficulties to transfer the materials about hortatory exposition text to the students. However, the students still made many errors, especially in the use of simple present tense and passive voice. Besides, they were still confused about the feedback that were given on their writing. They were confused what they should write to make it right. The further reflection is presented below.

The students could clearly understand the researcher’s explanation about hortatory exposition text. It could be seen when the students identified the parts of the hortatory exposition texts. Most of them knew that hortatory exposition texts should have the thesis (the general statement of topic discussed), the arguments (reasons for concern, leading to recommendation) and suggestion (which contains what should or should not happen) and they could show the parts of the hortatory exposition texts in the texts that were given to them. They also knew the purpose of a hortatory exposition text when the researcher asked them.

Besides, the evidence can also be seen in the following interviews which were done by the researcher to the students. The following are some interview transcripts that show the students knowledge about a hortatory exposition text.

- R: “*Kalau tentang generic structure gimana dek udah paham?*”  
 (“How about the generic structure, have you understood?”)  
 S1: “*Udah lumayan Miss.*”  
 (“**Pretty good, Miss.**”)  
 R: “*Hmm.... coba Miss Petet mau dengar, coba sebutkan generic structure di dalam hortatory exposition texts thu ada apa aja?*”  
 (“Hmm...I want to listen, please mention the generic structure of hortatory exposition texts.”)  
 S1: “*Yang pertama thesis, yang kedua argument, dan yang ketiga suggestion.*”  
 (“**First is thesis, second is argument, and third is suggestion.**”)  
 R: “*Kalau tujuannya dari hortatory exposition text untuk apa dek, masih ingat ga?*”  
 (“How about the purpose of a hortatory exposition text, do you still remember?”)  
 S1: “*Hmm... (sambil mengingat-ingat).*” “*Hmm... itu ya Miss kalau ga salah untuk mengungkapkan argumen-argumen kita terhadap suatu masalah atau hal, mendukung atau menolak, selanjutnya di akhir paragraf diberi saran atau suggestion.*”  
 (“**Hmm... (He is remembering).**” “**Hmm... Miss, if I am not mistaken, it is to express our arguments about a case or something for or against, and in the end of the paragraphs we give a suggestion.**”)  
 R: “*Iya bener banget, thu bisa.*” “*Berati sudah jelas ya?*”  
 (“Yes, that is true, you can.” “So, you have understood, haven’t you?”)  
 S1: “*Sudah Miss.*”  
 (“**I have, Miss.**”)

(Interview January, 22<sup>nd</sup> 2013)

- R: “*Bimo masih ingat ga yang pelajaran kemarin tentang generic structure dari hortatory exposition texts?*” “*Coba sebutkan.*”  
 (“Bimo, do you still remember for the previous lesson about the generic structure of hortatory exposition texts?” “Please mention it.”)  
 S2: “*Hmm... (sambil mengingat-ingat).*” “*Generic structurenya itu... yang pertama thesis, terus arguments, terakhir ada suggestion.*”  
 (“**Hmm... (He is remembering).**” “**The generic structures are... first thesis, then arguments, in the last there is a suggestion.**”)  
 R: “*Iya bener itu.*”  
 (Yes, that is true.)  
 R: “*Kalau tujuan dari hortatory exposition texts apa dek masih ingat ga’?*”

(“How about the purpose of hortatory exposition texts, do you still remember?”)

S2: “*O itu Miss untuk mengungkapkan argumen, pemikiran, atau pendapat kita Miss terus diakhir diberi saran.*”

(“**Yes, that is to express our arguments, thoughts, or opinions Miss, then in the end added by suggestion.**”)

(Interview January, 22<sup>nd</sup> 2013)

Based on the interview transcripts above, it can be seen that the researcher’s explanation about hortatory exposition text was clear because the students have understood also knew the purpose and the parts of hortatory exposition text.

Moreover, the students still have difficulties in using appropriate grammar so they made many errors on their writing. The evidence of that condition can be seen in the following interview transcripts.

R: “*Oke dek Bowo, yang Miss Petet suruh tadi membuat draft writing, masih ada yang belum ngerti?*”

(“Okay Bowo, I asked you to make the draft of your writing.” “Is there any question?”)

S: “*Sedikit.*”

(“**A little.**”)

R: “*Yang mana dek?*”

(“Which one?”)

S: “*Kalau saya kosakata Bahasa Inggrisnya yang sedikit Miss sama simple present tensenya kadang lupa aturannya.*” “*Kalau mau buat passive voice jg bingung Miss.*”

(“**I have a limited vocab Miss and I often forget the formula of simple present tense.**” “**I am also still confused about making passive voice.**”)

(Interview, January, 26<sup>th</sup> 2013)

R: “*Kalian kesulitannya dimana kalau dalam menulis yang kalian alami?*”

(“What are your difficulties in writing?”)

S1: “*Ga’ tahu arti Bahasa Inggrisnya Miss.*”

(“**I do not know how to express ideas in English.**”)

S2: “*Grammar, Miss.*” “*Kadang lupa Miss kurang s/es di verbnya.*”

(“**The grammar, Miss.**” “**Sometimes I forget to put s/es on the verb.**”)

(Interview, January, 29<sup>th</sup> 2013)

- R: “*Tadi yang Miss Petet kasih feedback banyak salah dimana?*”  
 (“In which parts of feedback did you make errors most?”)
- S: “*Yang ini lho Miss (sambil memperlihatkan tulisannya) the students of SMA N 4 Yogyakarta is interest to come to school.*”  
 (“**This one, Miss (showing his writing) the students of SMA N 4 Yogyakarta is interest to come to school.**)
- R: “*Oh grammarnya ya dek.*” “*Harusnya apa thu coba?*”  
 (“**Oh, the grammar, isn’t it?**” “**What should it be?**”)
- S: “*Hmm... are, Miss.*”  
 (“**Hmm... are, Miss.**”)
- R: “*Ya itu baru bener dek.*”  
 (“Yes, that’s absolutely right.”)

(Interview, February, 05<sup>th</sup> 2013)

- R: “*Terus dari feedback yang Miss Petet kasih paling banyak salahnya dimana dek?*”  
 (“In which parts of feedback did you make errors most?”)
- S: “*Grammarnya Miss.*”  
 (“**The grammar, Miss.**”)
- R: “*Misalnya gimana?*”  
 (“What is it for example?”)
- S: “*Ini Miss (sambil memperlihatkan tulisannya), if the building do not take care.....*”  
 (“**This one Miss (showing her writing), if the building do not take care.....**)
- R: “*Oh iya, itu harusnya apa hayo?*”  
 (“Yes, what should it be?”)
- S: “*does not Miss.*”  
 (“**does not Miss.**”)
- R: “*Sip. Itu baru benar.*” “*Okedeh, makasih dek.*”  
 (“Okay, that is true.” “Alright, thank you.”)

(Interview, February, 09<sup>th</sup> 2013)

- R: “*Mau tanya feedback yang Miss petet kasih di draft tadi banyak salah dimananya dek?*”  
 (“In which parts of feedback did you make errors most?”)
- S: “*Grammar, Miss.*”  
 (“**The grammar, Miss.**”)
- R: “*Coba yang mana dek?*”  
 (“Which one?”)
- S: “*Ini khan Miss (sambil memperlihatkan tulisannya) the government are not really care.....*”  
 (“**This one, Miss (showing her writing) the government are not really care.....**)
- R: “*Harusnya gimana itu?*”  
 (“What should it be?”)

S: "The government does not really care...."  
 ("The government does not really care....")

R: "Ya benar."  
 ("Yes, that's true.")

(Interview, February, 09<sup>th</sup> 2013.)

Based on the interview above, it can be concluded that the students were still confused about the use of appropriate grammar so they made many errors on their writing.

Furthermore, the researcher also had a dialogue with the English teacher about the actions of feedback and reflections. The following are some interview transcripts that show the evidence.

R: "*Menurut Bapak, bagaimana dengan feedback yang saya berikan terhadap tulisan siswa?*"

("In your opinion, how about my feedback towards students' writing, Sir?")

C: "*Feedbacknya sih cukup jelas mbak cuma anak-anak pada saat harus merevisi sendiri banyak yang masih kebingungan untuk mengganti dengan kata-kata atau kalimat yang benar atau lebih tepat walaupun tadi sudah dipanggil satu per satu dan dijelaskan.*"

("Your feedback is quite clear but the students are still confused. When they revise their writing, they do not know how to change the inappropriate words or sentences into the correct ones although you have called them one by one and gave them explanation.")

R: "*Jadi masih bingung ya Pak mereka kelihatannya?*"

("They are still confused, aren't they, Sir?")

C: "*Iya mbak. Mungkin karena mereka juga vocabnya kurang dan malas ngecek di kamus.*"

("Yes." "May be because they do not have enough vocabulary and they are lazy to check the dictionary.")

R: "*Iya Pak memang benar saya tidak pernah melihat mereka buka kamus bahkan jika ditanya mereka tidak membawa kamus.*" "*Menurut Bapak apakah feedback yang saya berikan sangat membantu peserta didik untuk lebih hati-hati dalam menulis Pak?*"

("Yes, Sir that's true." "I never see them open the dictionary even if I asked them to bring a dictionary, they do not." "In your opinion Sir, is the feedback that I have given them too much help?")

C: "*Iya membantu sih mbak tapi perlu dibimbing dalam pembetulanannya karena kebanyakan dari mereka masih belum tahu bagaimana cara membetulkan kesalahannya.*"



**(“Yes, that really helps but they need to be guided in correcting their writing because most of them do not know how to correct their errors.”)**

R: *“Lalu bagaimana dengan refleksi-refleksi yang saya suruh Pak, menurut Bapak ada gunanya ga’?”*

*(“Then, how about the reflections that I asked them, Sir?” “In your opinion, are they useful or not?”)*

C: *“Iya mbak saya lihat anak-anak jadi mengkoreksi diri mereka kurangnya dimana dan perubahan sikapnya mulai kelihatan.”*

**(“Yes, I see they reflect on themselves of their lack and the changes of their attitudes begin to appear.”)**

R: *“Perubahan sikap seperti apa yang Bapak lihat?”*

*(“What are the changes of attitudes that you see, Sir?”)*

C: *“Ya mereka lebih rajin selain itu juga mulai hati-hati dalam menulis, karena melalui pertanyaan-pertanyaan itu secara tidak langsung mereka seperti diingatkan.”*

**(“They are more diligent. Besides, they become more careful in writing as the questions you gave indirectly reminded them to be more careful.”)**

*(Interview, February 09<sup>th</sup> 2013.)*

Based on the interview above, the collaborator said that some of the students are still confused about the feedback given. Then, the interview transcripts with the students are presented as the following.

R: *“Oke, dek Bayu. Dek Bayu bingung ga’ dengan feedback yang Miss Petet kasih?”*

*(“Okay, dek Bayu. Are you confused or not with the feedback that I have given?”)*

S: *“Lumayan bingung Miss.”*

**(“I am pretty confused, Miss.”)**

R: *“Dek Bayu banyak salah di bagian mana?”*

*(“In which parts of feedback did you make errors most?”)*

S: *“Itu Miss cara penulisannya banyak yang digaris bawah.”*

**(“Many spellings are underlined, Miss.”)**

R: *“Oh spellingnya?”*

*(“Oh, the spellings?”?)*

S: *“Iya Miss.”*

**(“Yes, Miss.”)**

*(Interview, February, 02<sup>th</sup> 2013.)*

R: *“Dek Farchah dah ngerti belum salahnya dimana?”*

*(“Have you understood about your errors, dek Farchah?”)*

S: *“Baru sedikit Miss.”*

**(“I just understand a few of them, Miss.”)**

- R: "*Jadi masih sedikit bingung ya?*"  
 ("So, you are still a little bit confused?")
- S: "*Iya.*"  
 ("Yes.")
- R: "*Coba tunjukkan sama Miss Petet yang mana yang masih bingung?*"  
 ("Could you please show me in which part you are still confused?")
- S: "*Iya, ini lho Miss kok verbnya kebanyakan digarisbawahi kenapa?*" (*sambil menunjukkan tulisannya.*)  
 ("Yes, Why were most of verbs in my writing underlined. Why?"  
 (showing her writing))
- R: "*Oh, di dalam tata bahasa Bahasa Inggris, preposition selalu diikuti oleh noun atau verb+ing.*" "*Gimana dah paham dek?*"  
 ("Oh, in English grammar, a preposition always followed by a noun or verb+ing. So, if you find there is a preposition before a verb, you have to change the verb into verb + ing form." "Have you understood?")
- S: "*Oh, gitu tho.*" "*Paham Miss.*" "*Makasih ya Miss.*"  
 ("Yes, I see, Miss." "Thank you, Miss.")
- R: "*Iya.*"  
 (Okay.)

(Interview, February, 02<sup>th</sup> 2013)

- R: "*Dek Bimo paham ga salahnya dimana?*"  
 ("Okay, dek Bimo have you understood about your errors?")
- S: "*Agak paham.*"  
 ("I quite understand.")
- R: "*Agak paham atau masih bingung?*"  
 (Do you quite understand or are you still confused?)
- S: "*Ya masih agak bingung sebagian.*"  
 ("I am still confused about some of them.")
- R: "*Yang mana coba tunjukkan!*"  
 ("Oh, which one? Please show me.")
- S: "*Yang ini Miss 'the finally effect not go up class.'*"  
 ("This one, Miss 'the finally effect not go up class.'")
- R: "*Jadi yang bener gimana dek kira-kira?*"  
 ("So, what is the correct one?")
- S: "*Hmm...bingung Miss ga tahu.*"  
 ("Hmm...I am confused, Miss. I don't know.")

(Interview, February, 05<sup>th</sup> 2013)

After the researcher and the collaborator conducted Cycle I, there was only a little improvement on students' writing ability in terms of content,

organisation, vocabulary, language use, and mechanics. The evidence is presented in the following student's writing task.

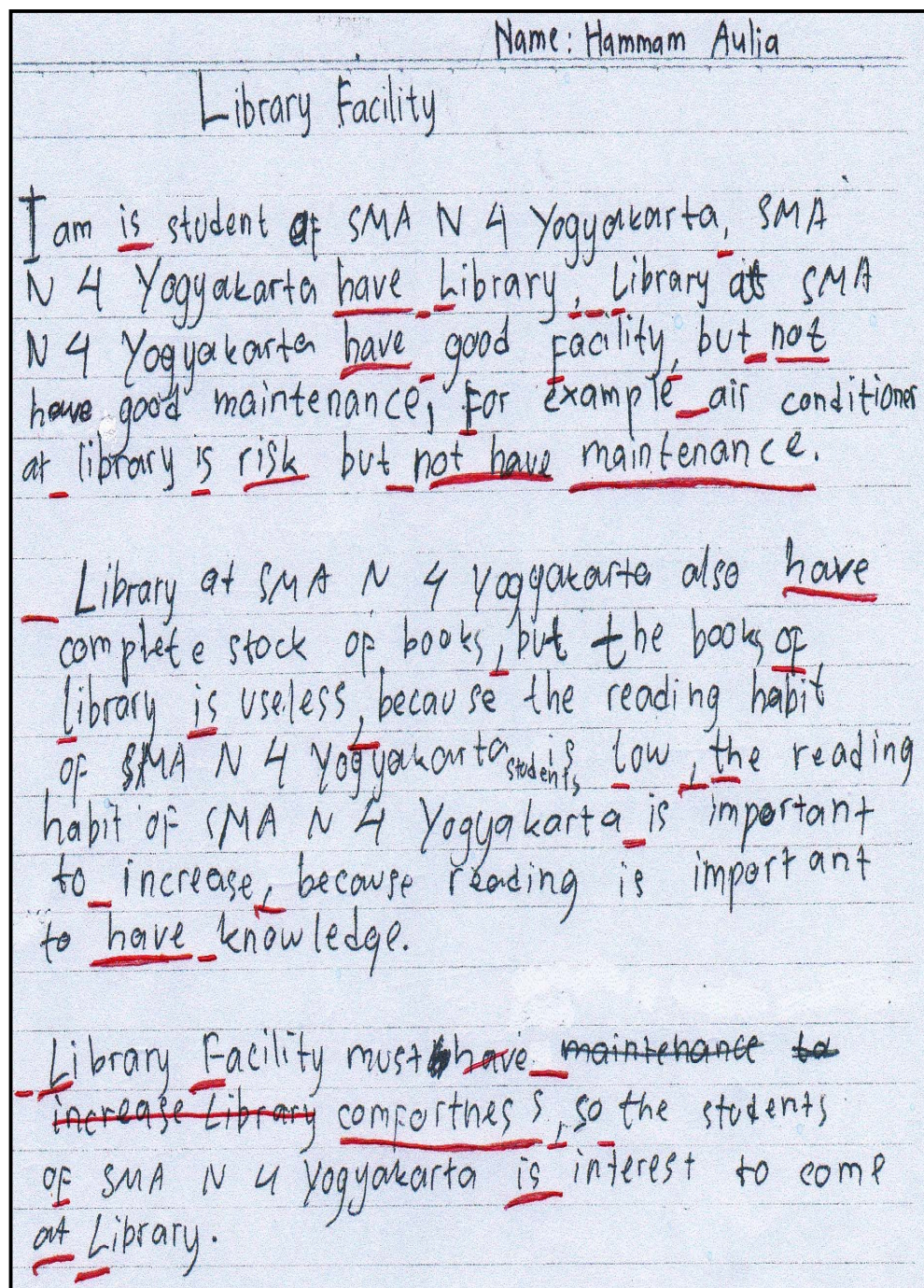


Figure 3: The Student's Draft of Task 1 after Getting Feedback



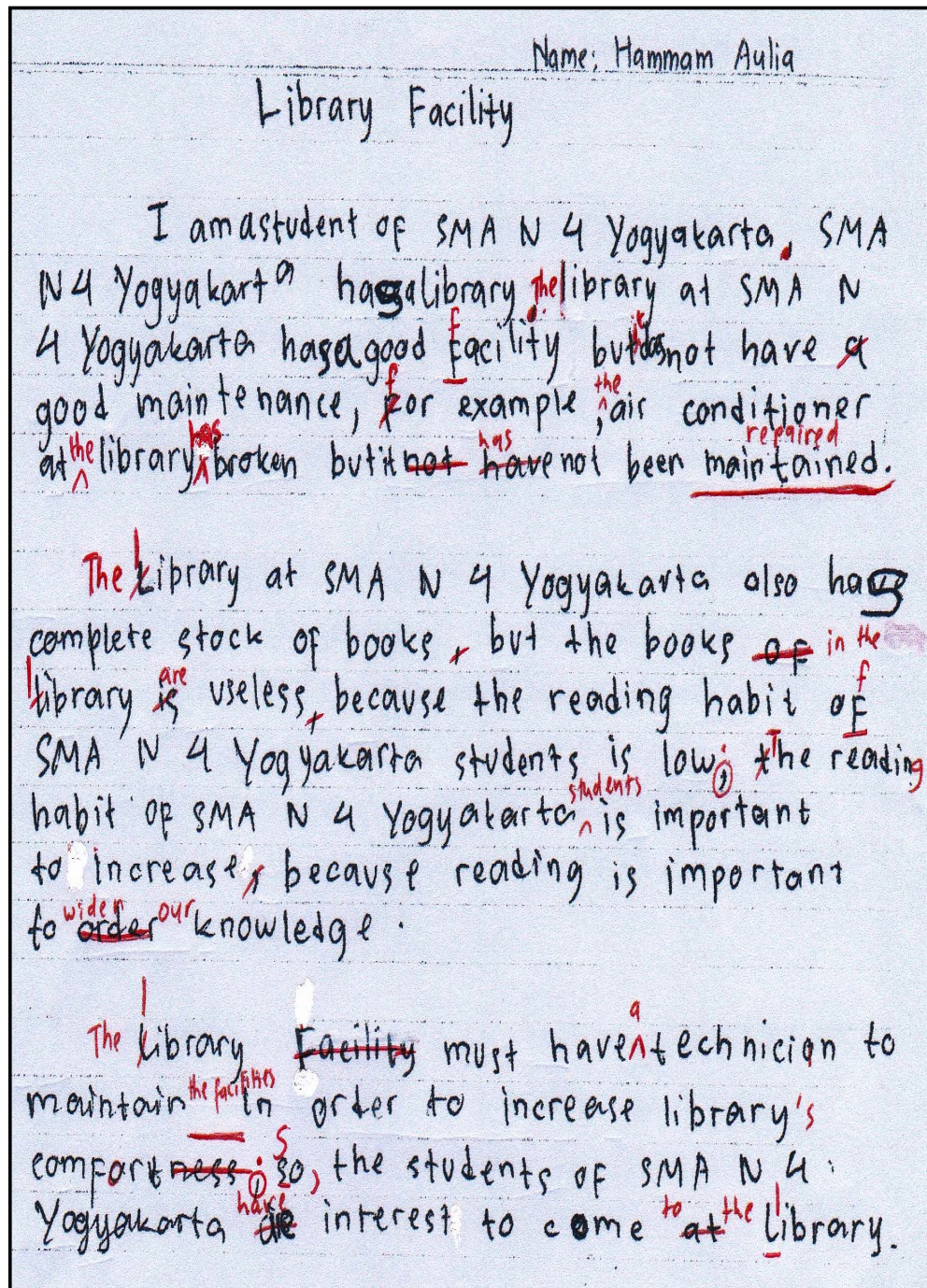


Figure 4: The Student's Final Draft of Task 1 after Revising and Editing

The fourth figure of student's writing above is the draft after getting written feedback and the final draft after revising and editing. From that student's

task, it can be seen that there are many errors made by the student. In terms of content aspect, the student's writing lacks of detail and development of topic. The same condition can also be seen in terms of organisation; the student's writing is good enough, but the ideas were confusing or disconnected. It also lacks of arguments, logical sequencing and development. However, the text matches the purpose of the hortatory exposition text, i.e. to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of argumentations.

In terms of vocabulary, it can be seen that the student still has limited knowledge of vocabulary items to be used in sentences, frequent errors or inappropriacy of word choice, and confusing meaning. The language use is the next aspect that can be evaluated from the student's writing. The student's writing task shows that there are still many errors in agreement, word function, articles, and preposition. Then in terms of mechanics, it can be seen that there are still many errors which made by the student. There are some errors in the capitalisation, paragraphing, spelling, and punctuation.

Furthermore, the description of the students' writing performance of Task 1 in Cycle 1 can be seen in the following chart which presents the mean score value of five aspects in writing that are content, organisation, vocabulary, language use, and mechanics.

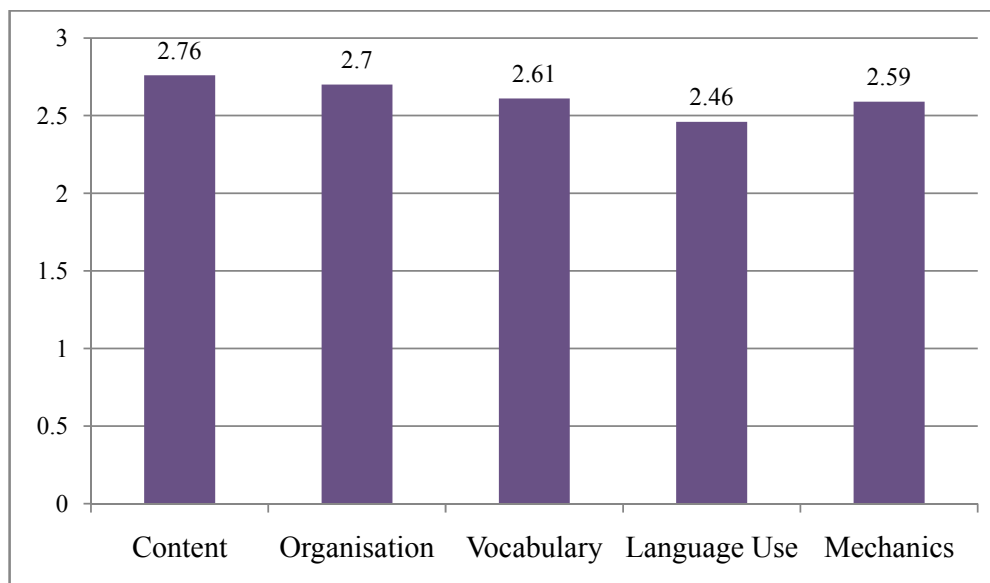


Figure 5: **The Mean Scores of Task 1 in Cycle 1**

The chart above shows that the mean score of each aspect is 2.76 for content, 2.70 for organisation, 2.61 for vocabulary, 2.46 for language use, and 2.59 for mechanics. It means the students' writing skills in writing that are content, organisation, vocabulary, language use, and mechanics are still low.

From the reflection above, it can be concluded that the results of Cycle 1 are said to be valid because they are appropriate with democratic, process, dialogic, outcome, and catalytic validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also by using some data sources such as field notes, interview transcripts, and samples of the students' writing. The dialogic validity was achieved by having a dialogue with the English teacher. The outcome validity was achieved by formulating a new problem and finding the solution of it in the next cycle. The catalytic validity was achieved by

asking questions to the English teacher and the students to examine the changes occurring to themselves during and after the researcher applied the actions. Furthermore, the result of Cycle 1 is also reliable because there were more than one observer, i.e. the researcher and the observer in gathering data. It is in line with the concept of investigator triangulation.

Based on the reflection above, the researcher and the collaborator planned to conduct Cycle 2 to see students' improvement in writing after using portfolio assessment again in the next cycle. There were several problems in the teaching and learning process in Cycle 1. The students paid less attention on their writing and they made many errors on the use of appropriate grammar and spelling.

## **b. Report of Cycle 2**

The reflection of the previous cycle showed no great improvement of students' ability in terms of content, organisation, vocabulary, language use, and mechanics. Dealing with those problems, the researcher and the collaborator arranged these three steps below.

### **1) Planning**

This cycle was designed in three meetings. The lesson plans were well developed by the researcher in order to make the teaching and learning process in Cycle 2 run well. She also still prepared observation sheets and field notes as the instruments of getting data. The following presents the planning of Cycle 2.

**a) Tenth Meeting**

- 1) Presenting and explaining again about hortatory exposition text to the students,
- 2) Reviewing the explanation about simple present tense as this tense was dominantly used to produce a hortatory exposition text,
- 3) Identifying the generic structures and language features to make the students more understand about hortatory exposition text, and then answer it orally,
- 4) Giving a task about identifying generic structures and language features of a hortatory exposition text in pairs,
- 5) Discussing the students' answer together,
- 6) Introducing the topic that have been provided by the researcher, making the title, and setting the goal of writing by using portfolio assessment,
- 7) Asking the students to write a draft of a hortatory exposition text.

**b) Eleventh Meeting**

- 1) Continuing writing the draft of hortatory exposition text,
- 2) Asking the students to do self-reflection after finishing the draft,
- 3) Collecting the students' goal setting, draft and self reflection.

**c) Twelfth Meeting**

- 1) Returning the students' draft,
- 2) Explaining about the feedback given on the students' draft,
- 3) Asking the students to revise their draft, to do reflection on revision, on growth and also on portfolio assessment after using portfolio assessment to assess their writing,
- 4) Collecting students' Task 2,



5) Giving score on the students' Task 2.

## **2) Action and Observation**

The action of Cycle 2 was conducted in three meetings (tenth meeting, eleventh meeting and twelfth meeting). The detail of the actions is presented below.

### **a) Tenth Meeting**

The tenth meeting was held on Tuesday, February 12<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

After that she asked some questions related to the topic that would be introduced such as "Are you proud to be Indonesian people?" "What make you proud to Indonesian culture?", etc. The students were enthusiastic to answer the researcher's questions.

After that, the researcher distributed an example of a hortatory exposition text entitled "*Indonesia People Should Value all the Different Cultures to Promote Unity of the Nation*". She asked the students to read the text for about five minutes and then she asked them to answer seven questions orally in order that the students can understand the social function of a hortatory exposition text and also to know their background knowledge around culture. Then, she and the students discussed the answer of the questions together.

After that, she explained again about the purpose, the parts (generic structures) and language features of a hortatory exposition text by asking some

questions related to the generic structures and language features. Some of the questions were comprehension questions such as “What is the purpose of hortatory exposition text?” and “Please find the thesis sentence on the text.”, “Please mention the writer’s arguments of the text.”, etc. Then, she and the students discussed the answer of the questions together. The students answered the researcher’s questions correctly.

The researcher continued the lesson by giving them another task of identifying the generic structures and language features in pairs. Then, she and the students discussed the answer of the questions together. Most of the students can answer the researcher’s questions correctly. Only a few of them asked some questions to the researcher. It can be seen in the following field note.

Only **a few students asked some questions**, such as “Miss, is treasure an abstract noun?”, “Miss, is development an abstract noun?”, etc. **One of them were still confused whether a sentence is passive voice or not**. The student asked “the treasures **must be returned** home... is that true, Miss?”.

(Field Note 12, February 12<sup>th</sup> 2013)

Then, the researcher introduced the topic that they would use to write a hortatory exposition text again. That was “We Should be Proud of Our Local Culture”. Then, they were asked to make the title and set the goal of their writing. For the students who had finished making a title and setting their goal, the researcher asked them to write a draft of a hortatory exposition text. The researcher moved around the class to make sure all students do writing activity. As the bell was ringing, the researcher ended the class and asked them to continue their draft writing at home.

### b) Eleventh Meeting

The eleventh meeting was held on Saturday, February 16<sup>th</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

The researcher asked the students to continue writing their draft as most of them had not finished yet. It can be shown from the following field note.

<p>R asked the students whether they have finished writing their draft writing or not. In fact, <b>most of them have not finished writing their draft</b>. Yet, there were <b>some of them who had almost done</b>.</p>
---

(Field note 13, February 16<sup>th</sup> 2013)

Then, the researcher asked them to continue writing the draft. For them who had finished, the researcher asked them to do self-reflection. She moved around the class to make sure all students do writing activity. As the bell was ringing, the researcher ended the class. Then, the researcher collected the students' draft and self reflection.

### c) Twelfth Meeting

This meeting was the last meeting of Cycle 2 which was held on Saturday, February 23<sup>rd</sup> 2013. The researcher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list.

For the students who had collected their draft in the previous meeting whose writing had been reviewed by the researcher, the researcher returned their draft writing by calling them one by one. Then, she asked the students to correct their errors based on the feedback that were given on their draft and then rewrite

their draft. After that she asked them to do reflection on the revision. After they did it the researcher asked them to reflect on their growth and to express their opinion after the use portfolio assessment to assess their writing. The researcher walked around the class to monitor the students. As the bell was ringing, the students submitted their writing (second task) and reflections. Then, the researcher ended the lesson.

### **3) Reflection**

In this cycle, the researcher did not find significant problems. Students' errors in content, organisation, vocabulary, and mechanics aspect decreased. The improvement can also be seen in terms of language use, especially the use of the simple present tense and passive voice.

Based on the observation in Cycle 2, students' writing skills had improved. Further discussion of Cycle 2 is presented below.

In the first meeting of Cycle 2, the researcher explained again about the purpose, the parts (generic structures) and language features of a hortatory exposition text. She asked some questions related to the generic structures and language features to the students because some students were still confused about hortatory exposition text. They sometimes forgot how to write correct organisation in writing a hortatory exposition text. They also often made errors in making passive voice as it is one of language features of a hortatory exposition text. Based on the observation done in the first meeting and second meeting of

Cycle 2, the students could understand more about hortatory exposition text. The evidence can also be shown in the following interview transcripts.

R: "*Dek tadi kan udah dijelasin lagi tentang generic structures dan language features dari hortatory exposition text. Sekarang udah lebih paham ga?*"  
 ("I have explained you about the generic structures and language features of a hortatory exposition text again." "Do you quite understand now?")

S: *Ya lebih paham Miss. Jadi ingat lagi.*  
 ("Yes, I understand better." "It helps me remember again.")

(Interview, February, 12<sup>th</sup> 2013)

R: "*Tadi kan udah dijelasin lagi tentang generic structures dan language features dari hortatory exposition text. Sekarang udah lebih paham ga dek?*"  
 ("I have explained you about the generic structures and language features of a hortatory exposition text again." "Do you quite understand now?")

S: *Udah Miss.*  
 ("Yes, I have, Miss.")

R: "*Coba sebutin generic structuresnya.*"  
 ("Please mention the generic structures.")

S: "*Thesis, arguments, sama suggestion.*"  
 ("Thesis, arguments, and suggestion.")

R: "*Kalau language featuresnya sendiri masih ada yang bingung?*"  
 ("How about the language features, are you still confused?")

S: "*Udah ga' Miss.*"  
 ("No, I am not, Miss.")

(Interview, February, 12<sup>th</sup> 2013)

The collaborator also said that the students could understand more about simple present tense and passive voice. Here is the interview transcript.

R: "*Menurut Bapak, siswa sekarang sudah lebih paham belum tentang generic structures dan language features dari hortatory exposition text?*"  
 ("In your opinion, have the students understood more about the generic structures and language features of a hortatory exposition text?")

C: "*Ya dari hasil apa yang dikerjakan dari pertemuan yang kemarin dan pertemuan yang sekarang, anak sudah lebih bagus dalam membuat paragraf. Tidak seperti pada Cycle 1 ada beberapa siswa yang menulis tidak dengan urutan yang tidak tepat. Di Cycle 1 khan ada yang suggestion ditaruh ditengah, padahal belum ending.*"

("Yes. From what they have done in the previous meeting and today, the students are better in making paragraphs. It is not the same as in the Cycle 1 where some students did not write using inappropriate sequence.

**In the previous cycle there were some students who put suggestions in the middle of their writing although it has not ended yet.”)**

R: *“Lalu dengan penguasaan language featuresnya sendiri bagaimana Pak?”*

(“Then, how about their understanding in language features, Sir?”)

C: *“Ya saya lihat kemampuan menulis mereka sudah mengalami peningkatan ya, mereka semakin mahir menulis dengan simple present tense begitu juga dengan passive voicenya mereka banyak yang memakai itu dalam membuat kalimat.” “Juga dari latihan kemarin saya lihat rata-rata sudah menjawab dengan benar.”*

**(“I see their writing skills have improved. They are getting better at using simple present tense and passive voice in making sentences.” “In the last exercises, I also saw that most of them answered the questions correctly.”)**

(Interview, February, 16<sup>th</sup> 2013)

In the second meeting of Cycle 2, the researcher also found that the students were more serious in writing. It can be seen from the following figure.



**Figure 6: The Students seriously Wrote their Draft**

In the third meeting or in the last meeting of Cycle 2, the researcher asked the students to do some reflections. They reflect on revision, on growth, and to express their opinion after the use of portfolio assessment to assess their writing as can be seen from the following figures.



Figure 7: **The Students did some Reflections seriously**

Based on students' reflections, the researcher and collaborator knew that the students feel that their writing skills had improved. Moreover, there were also changes of their attitudes towards writing. This evidence can be seen in the reflection they did in the twelfth meeting. The evidence can be seen from the following students' reflections.

**Reflecting on revision**

a. What are you trying to say or show in this section?  
 I ~~try~~<sup>ing</sup> to show ... if my revision is <sup>correct</sup>.

b. What are you trying to do in this section?  
 revision<sup>2</sup> ~~the~~ wrong sentences.

c. How has your writing changed compared with your writing before you know about portfolio assessment?  
~~more~~ better.

Figure 8: **Reflection on Revision of S7**

**Reflecting on revision**

a. What are you trying to say or show in this section?

I try to show ~~about~~ my writing ~~to~~ correctly.

b. What are you trying to do in this section?

I try to revise my writing.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

my writing was not same <sup>as</sup> ~~like~~ before.

Figure 9: Reflection on Revision of S10

**Reflecting on revision**

a. What are you trying to say or show in this section?

<sup>am</sup> trying to show if my revision is correct.

b. What are you trying to do in this section?

revision ~~the~~ wrong spellings.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

~~more~~ better

Figure 10: Reflection on Revision of S9



**Reflecting on revision**

a. What are you trying to say or show in this section?  
I'm trying to show that i'm not good at ~~best~~ grammar.

b. What are you trying to do in this section?  
i'm trying to do a revision.

c. How has your writing changed compared with your writing before you know about portfolio assessment?  
my writing get better and my grammar has improved when i know about Portfolio assessment.

Figure 11: Reflection on Revision of S19

**~ Reflection on Growth**

a. One skill I could not perform very well but now I can is... expressing my ideas into sentences.

b. From reviewing this piece I learned <sup>about</sup> grammar ~~for~~ better. <sup>than before.</sup>

c. The work would have been better if I spent more time on... <sup>searching sources to</sup> have <sup>much</sup> match references <sup>about this topic.</sup>  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is... <sup>make appropriate</sup> repair my grammar and ~~the~~ sentences.

Figure 12: Reflection on Growth of S4

~ Reflection on Growth

a. One skill I could not perform very well but now I can is... know more vocab.

b. From reviewing this piece I learned...<sup>about</sup> grammar<sup>a</sup>.

c. The work would have been better if I spent more time on...<sup>paying</sup> attention more on spelling.  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
learned<sup>ing</sup> grammar<sup>a</sup>.

Figure 13: Reflection on Growth of S3

~ Reflection on Growth

a. One skill I could not perform very well but now I can is...  
making correct paragraphs.

b. From reviewing this piece I learned...  
<sup>about</sup> Vocabulary<sup>ies</sup>, tenses, Spellings

c. The work would have been better if I spent more time on...learning english seriously  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
writing skills

Figure 14: Reflection on Growth of S9

**~ Reflection on Growth**

a. One skill I could not perform very well but now I can is...

Arrange<sup>ing</sup> words ~~into~~<sup>into</sup> a simple sentence.

b. From reviewing this piece I learned...<sup>about</sup>

Dividing words based on time and choosing conjunction in a sentence.

c. The work would have been better if I spent more time on...<sup>read</sup> many references and find

Therefore, one thing I still need to work on to make my portfolio becomes perfect is... a difficult

to be more careful/accurate in arranging sentences and "connect" every sentences with correct conjunctions.

Word in dictionary.

Figure 15: Reflection on Growth of S17

**~ Reflection towards Portfolio Assessment**

a. What do you learn from writing by using portfolio assessment?

I learn that grammar is really important when we're arranging a hortatory exposition text. <sup>Moreover,</sup> And also, Punctuation is also important in every text.

b. What changes of your attitudes that you feel after writing by using portfolio assessment?

I become a patient-type of person <sup>because</sup> writing a text need to be patient.

c. Do you feel that writing by using portfolio assessment can improve your writing skills?

Yes, I do. Because we need to open our mind and master vocabulary and grammar.

Figure 16: Reflection towards Portfolio Assessment of S1

~ Reflection towards Portfolio Assessment	
a.	What do you learn from writing by using portfolio assessment? Writing skill, Verb, Grammar, etc.
b.	What changes of your attitudes that you feel after writing by using portfolio assessment? more careful in making sentences
c.	Do you feel that writing by using portfolio assessment can improve your writing skills? Yes, miss! :)

Figure 17: Reflection towards Portfolio Assessment of S7

~ Reflection towards Portfolio Assessment	
a.	What do you learn from writing by using portfolio assessment? Writing skills, Verbs, Grammar, making good paragraphs etc
b.	What changes of your attitudes that you feel after writing by using portfolio assessment? more careful when writing in English
c.	Do you feel that writing by using portfolio assessment can improve your writing skills? yes, sure my writing skill is improve by using portfolio assessment.

Figure 18: Reflection towards Portfolio Assessment of S3

~ Reflection towards Portfolio Assessment	
a.	What do you learn from writing by using portfolio assessment? from this piece i learned how to arrange a word in English correctly
b.	What changes of your attitudes that you feel after writing by using portfolio assessment? after writing this work i became more diligent to learn about vocabulary
c.	Do you feel that writing by using portfolio assessment can improve your writing skills? Yes, i do.

Figure 19: Reflection towards Portfolio Assessment of S19

Other evidence can also be concluded from the following interview transcript.

R:	<i>"Apakah adik tertarik dengan proses writing menggunakan portfolio assessment?" "Mengapa?"</i> ( <i>"Are you interested in writing process through portfolio assessment?" "Why?"</i> )
S:	<i>"Iya tertarik karena khan baru pertama kali juga, lebih membantu juga." "Daripada kita ga tahu apa-apa langsung tiba-tiba disuruh menulis sama guru." "Jadi dengan portfolio assessment ada prosesnya."</i> ( <i>"Yes, I am interested because this is the first time and it helps me too." "It is better than when we do not know anything then suddenly we are asked to write by the teacher." "So, through portfolio assessment, there is a process."</i> )
R:	<i>"Kalau reflectionnya manfaat apa yang adik rasakan?"</i> ( <i>"How about the reflections, what advantages do you have?"</i> )
S:	<i>"Ya jadi lebih tahu, bantu ke kita sendiri juga jadi tahu belum bisa apa aja."</i> ( <i>"Yes, I become more understand, it helps us to know what we have not known."</i> )
R:	<i>"Kalau feedback yang kemarin Miss Petet kasih membantu ga'?"</i> ( <i>"Does the feedback that I gave you yesterday help you much?"</i> )
S:	<i>"Iya membantu jadi tahu kekurangannya dimana karena kalau koreksi sendiri jadi males Miss."</i> ( <i>"Yes, it helps me; I know my weaknesses because I am lazy if I have to</i>

**check it by myself.”)**

- R: “*Berarti lebih enjoy ya dek dalam menulis?*”  
 (“So, you find writing more enjoyable, don’t you?”)
- S: “*Iya Miss.*”  
 (“**Yes, Miss.**”)
- R: “*Apakah sekarang adik lebih termotivasi untuk meningkatkan kemampuan menulis adik setelah tahu portfolio assessment?*”  
 (“Do you become more motivated to improve your writing ability after knowing portfolio assessment?”)
- S: “*Iya pastinya daripada yang dulu saya lebih minat untuk menulis sekarang.*”  
 (“**Yes, certainly.**” “**I become more interested in writing now.**”)
- R: “*Lebih percaya diri ga’?*”  
 (“Are you more confident in yourself?”)
- S: “*Ya jadi pingin nyoba aja.*”  
 (“**Yes, I just feel like I want to try.**”)
- R: “*Kalau self-reflectionnya sendiri apa manfaat yang adik rasakan?*”  
 (“How about self-reflections, what advantages do you have?”)
- S: “*Ya jadi lebih tahu kekurangan diri sendiri terus berusaha lebih baik lagi.*”  
 (“**So, I know my weaknesses and then try to be better.**”)
- R: “*Kalau feedbacknya sendiri membuat adik termotivasi ga’?*”  
 (“How about the feedback itself, do you feel it is motivating?”)
- S: “*Iya, kalau misalnya kita tanya Miss Petet jawab jadi semangat lagi buat nulis.*” “*Kalau sendirian khan kalau udah ga’ bisa ga’ dikasih tahu ya udah jadi males.*” “*Apalagi di rumah ga ada yang bantu.*”  
 (“**Yes, if we asked you then you answered, it will make me have spirit to write again.**” “**If I am alone, I do not know and no one tells me I will be lazy.**” “**Moreover, there is no one who helps me at home.**”)
- R: “*Apakah langkah-langkah menulis yang dijelaskan Miss Petet sudah jelas dan dapat dilakukan dengan baik?*”  
 (“Was the writing process that I taught you clear enough and doable?”)
- S: “*Iya, selalu melakukan Miss.*”  
 (“**Yes, I always managed to do it, Miss.**”)
- R: “*Menurut adik, apakah kegiatan menulis menggunakan portfolio assessment dapat meningkatkan kemampuan menulis adik?*”  
 (“In your opinion, can the writing process through portfolio assessment improve your writing skills?”)
- S: “*Ya saya rasa nambah Miss.*”  
 (“**Yes, I think it has improved, Miss.**”)
- R: “*Menurut adik lebih mudah mana belajar menulis dengan menggunakan portfolio assessment atau dengan kegiatan belajar seperti biasanya?*”  
 (“In your opinion, which one is easier, with portfolio assessment or without?”)
- S: “*Portfolio assessment sich menurut saya lebih gampang ya soalnya kita khan nulis dari awal kerangkanya.*” “*Jadi kalau dengan portfolio assessment thu jadi inget lagi mau nulis apa.*”  
 (“**I think it is easier through portfolio assessment because we should**



**write from the draft.” “So, through portfolio assessment I will remember what I should write later.”)**

- R: “Apakah nilai adik dalam pelajaran writing setelah menggunakan portfolio assessment meningkat?”  
 (“Does your score in writing improve after using portfolio assessment?”)  
 S: “Ya harapannya meningkat ya Miss.” “Ya harusnya memang meningkat karena udah sering latihan.”  
 (“I hope it will improve, Miss.” “It should improve because I have practiced frequently.”)

(Interview, February, 23<sup>th</sup> 2013)

- R: “Apakah adik lebih tertarik dengan proses writing menggunakan portfolio assessment?” dan “Mengapa?”  
 (“Are you interested in writing process through portfolio assessment?” and “Why?”)  
 S: “Iya Miss karena portfolio assessment itu lebih detail.”  
 (“**Yes, Miss because portfolio assessment is more detailed.**”)  
 R: “Apakah sekarang adik benar-benar mengerti tentang portfolio assessment?”  
 (“Have you understood the portfolio assessment now?”)  
 S: “Iya Miss.”  
 (“**Yes, Miss.**”)  
 R: “Apakah adik lebih enjoy dalam menulis?”  
 (“Do you find writing more enjoyable now?”)  
 S: “Iya.”  
 (“**Yes.**”)  
 R: “Apakah sekarang adik lebih termotivasi untuk meningkatkan kemampuan menulis adik setelah tahu portfolio assessment?”  
 (“Do you become more motivated to improve your writing ability after knowing portfolio assessment?”)  
 S: “Iya karena ada perkembangan jadinya senang menulis.”  
 (“**Yes, because there is an improvement, so I like writing.**”)  
 R: “Apa manfaat self-reflection yang adik rasakan?”  
 (“How about self-reflections, what advantages do you have from it?”)  
 S: “Yang terutama thu mengetahui kekurangan diri.” “Dengan menulis self-reflection nanti bakal terpikir gimana solusinya.”  
 (“**The most important thing is I know my weaknesses.**” “**By writing self-reflections I will also think about the solution.**”)  
 R: “Apakah kemampuan menulis adik lebih meningkat sekarang?”  
 (“Do you find your writing skills improved now?”)  
 S: “Iya.” “Yang saya rasakan ada peningkatan.”  
 (“**Yes.**” “**I find there is an improvement in my writing.**”)  
 R: “Peningkatan dalam hal apa yang adik rasakan?”  
 (“What kinds of improvements do you find?”)  
 S: “Saya lebih memperhatikan cara penulisan, grammar sama dalam memilih kata yang tepat untuk tulisan saya.”

**“I become more aware of spelling, grammar, and word choice in my writing”**

R: *“Menurut adik, apakah kegiatan menulis menggunakan portfolio assessment dapat meningkatkan kemampuan menulis adik?”*

*“(In your opinion, can the writing process through portfolio assessment improve your writing skills?)”*

S: *“Jelas, tapi lebih bagus lagi kalau sering dilakukan.”*

**“(Sure, but it’s better if it is often practiced.)”**

R: *“Menurut adik lebih mudah mana belajar menulis dengan menggunakan portfolio assessment atau dengan kegiatan belajar seperti biasanya?”*

*“(In your opinion, which one is easier, with portfolio assessment or without?)”*

S: *“Lebih enak pakai portfolio assessment, Miss.”*

**“(It is better using portfolio assessment, Miss.)”**

*(Interview, February, 23<sup>th</sup> 2013)*

The third meeting of Cycle 2 was conducted to check whether the use of portfolio assessment improved the students’ writing ability or not. The researcher also explained the assessment criteria to the students to make them more serious about their writing. The improvement of the students’ writing ability can be seen in the student’s tasks below. The following task is the example of student’s writing in the second task.



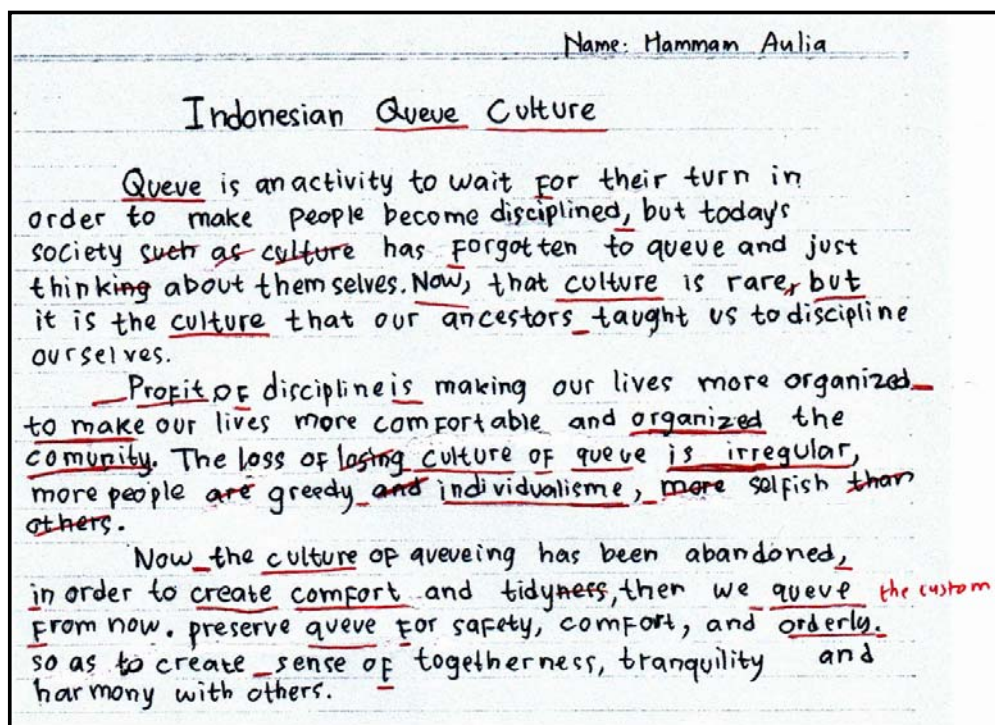


Figure 20: The Student's Draft of Task 2 after Getting Feedback

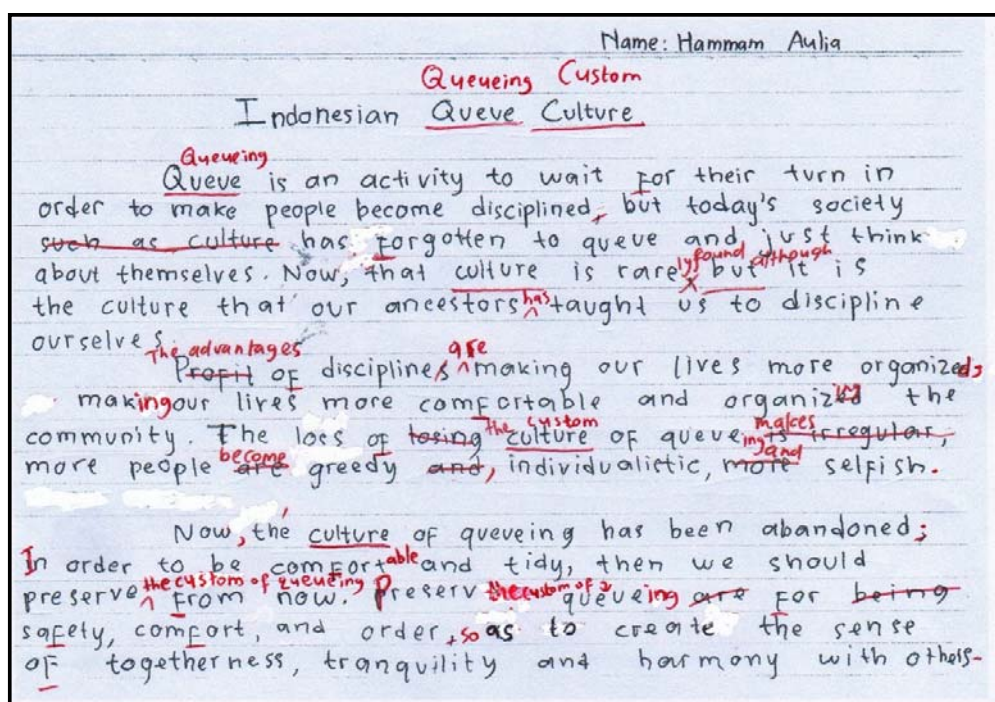


Figure 21: The Student's Final Draft of Task 2 after Revising and Editing

The student's writings above are the examples of the first draft after getting feedback from the researcher and the final draft after being revised and edited (Task 2). From the student's second task, it can be seen that the student still made some errors. However, in terms of content aspect, the student could finish his writing well and most of the content of his writing was more relevant to the topic. The organisation aspect of the student's writing had also improved. The student could express and develop his ideas better than before.

In terms of vocabulary, it can be seen that the student could use some appropriate words on his writing although there were few errors in word choices. The language use is the next aspect that can be evaluated from the student's writing. The student's writing task shows that there were still few errors in agreements, tenses, and articles. Then, in terms of mechanics, it can be seen that there were still few errors made by the student. They are found in the capitalisation and punctuation.

From the student's writing, it can be seen that the student's errors decrease. The student also could correct many errors on his writing based on the feedback given. Therefore, he could reduce his errors in the final draft after being revised and edited.

Furthermore, the mean scores of Task 2 in Cycle 2 can be seen in the following chart.

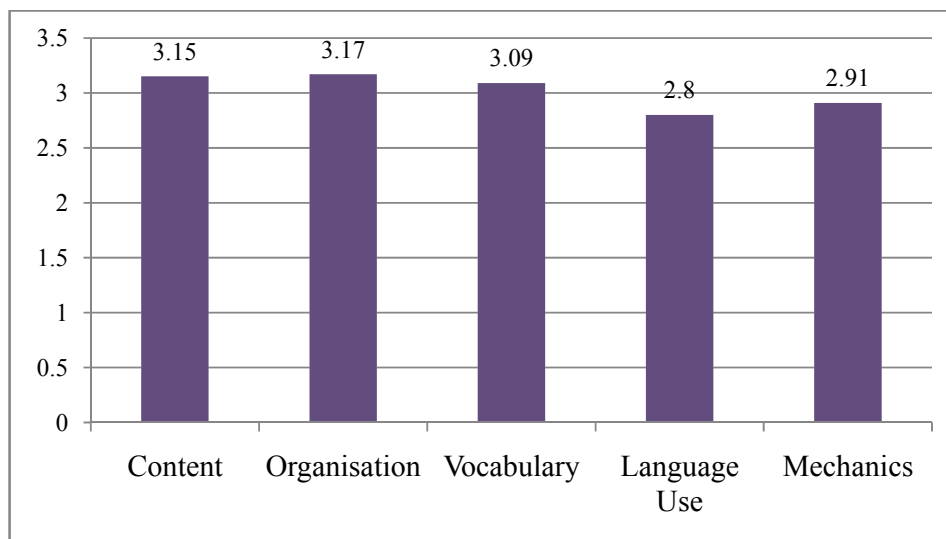


Figure 22: **The Mean Scores of Task 2 in Cycle 2**

The chart above shows that the mean score of each aspect is 3.15 for content, 3.17 for organisation, 3.09 for vocabulary, 2.80 for language use, and 2.91 for mechanics. It means there were improvements on the students' writing skills in the aspects of content, organisation, vocabulary, language use, and mechanics. By looking at the results of this cycle which had shown good improvements in the students' writing skills, the researcher and the collaborator decided to end the cycle.

From the reflection above, it can be concluded that the results of Cycle 2 are said to be valid because they are appropriate with democratic, process, dialogic outcome and catalytic validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also by using some data sources such as field notes, interview transcripts, and samples of the students' writing. The dialogic validity was achieved by having a dialogue with the English

teacher. The outcome validity was achieved by the improvements of the students' writing skills of the five aspects in writing, namely content, organisation, vocabulary, language use, and mechanics after the actions of this cycle. The catalytic validity was achieved by asking questions to the English teacher and the students to examine the changes happening to themselves during and after the researcher applied the actions. Furthermore, the result of Cycle 2 is also reliable. It is in line with the concept of time triangulation and theoretical triangulation.

The other evidences of those improvements are also supported by the collaborator's statements in the interview. The interview transcripts are presented as follows.

The first improvement is in terms of content. The improvement of this aspect is clearly seen. It can be compared between the first task and the second task. This conclusion is also supported by the following interview transcript.

- R: *"Menurut Bapak, ada tidak peningkatan dari segi content atau isinya dari tulisan peserta didik?"*  
**("In your opinion, is there any improvement of the content aspect of the students' writing?")**  
 C: *"Ya ada, saya lihat tulisannya semakin panjang dan pembahasan dari kalimat utamanya semakin detail."*  
**("Yes there is, I see their writings are longer and the supporting sentences are more detail.")**

(Interview, February, 23<sup>th</sup> 2013)

The next aspect that was improved is the organisation aspect. It is supported by the following interview transcript.

- R: *"Lalu kalau dari segi organisationnya Pak?"*  
**("How about the organisation aspect, Sir?")**  
 C: *"Ya ada, ya seperti saya pernah katakan kebanyakan dari mereka sudah menulis berdasarkan generic structure yang diajarkan dengan tepat, artinya mereka menulis secara urut."*

**(“Yes, there is, as I have mentioned before, most of them have written based on the generic structures that have been taught appropriately, it means that they wrote in a good sequence.”)**

(Interview, February, 23<sup>th</sup> 2013)

The next improvement can be seen in terms of the vocabulary aspect. It is supported by the following interview transcript.

R: *“Lalu kalau dari segi vocabularynya Pak, apakah ada peningkatan?”*

**(“Then, how about vocabulary aspect, Sir? Is there any improvement?”)**

C: *“Ya di feedbacknya kan kalau kurang tepat digarisbawahi, jadi otomatis ya dia jadi tahu dan ada peningkatan.”*

**(“Yes, in the feedback the inappropriate words are underlined, so that automatically they know and there is an improvement.”)**

(Interview, February, 23<sup>th</sup> 2013)

The next aspect that was improved is the language use aspect. The improvement of this aspect is clearly seen. It can be compared between the first task and the second task. That statement can be supported by the following interview transcript.

R: *“Lalu dari language use atau grammarnya, apakah ada peningkatan?”*

**(“Then, how about the language use or grammar? Is there any improvement?”)**

C: *“Ya ada peningkatan.”*

**(“Yes, there is.”)**

R: *“Apakah peserta didik jadi lebih paham tentang simple present tense?”*

**(“Have the students understood better about simple present tense?”)**

C: *“Iya, dari yang dituliskan itu penggunaan kata kerjanya dan kesesuaian dengan subjeknya sudah banyak yang benar.”*

**(“Yes, from their writing, it can be seen that the students know better in using verbs and agreement.”)**

(Interview, February, 23<sup>th</sup> 2013)

The next improvement can be seen in terms of mechanics aspect. It is supported by the following interview transcript.

R: *"Lalu ada peningkatan tidak Pak dari segi mechanicsnya?"*  
**("Is there any improvement on the mechanics aspect, Sir?")**

C: *"Iya ada, kalau mechanicsnya rata-rata baik."*  
**("Yes, there is. The mechanics is mostly well-used.")**

(Interview, February, 23<sup>th</sup> 2013)

In addition, the students' score has increased. That statement can be supported by the following interview transcript.

R: *"Bagaimana peningkatan nilai siswa di Cycle 2 ini Pak?"*

**("Is there any improvement in students' score in Cycle 2, Sir?")**

C: *"Secara umum nilainya bagus. Ada peningkatan dari hasil akhirnya dibandingkan tulisan-tulisan sebelumnya."*

**("Generally, their scores are good. There is an improvement from the last task, it is better than the previous tasks.")**

(Interview, February, 23<sup>th</sup> 2013)

In conclusion, the students' writing skills can be improved using portfolio assessment because in portfolio assessment there were some stages that they had to do. The first stage was drafting. They got feedback of their first draft from the researcher. After that, they needed to revise their draft. Next, they need to do some reflections so that they became more accustomed to write. By doing those stages, their writing skills could be improved. This statement is also supported by the following interview transcript.

R: *"Menurut bapak, apakah pembelajaran writing menggunakan portfolio assessment yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?"*

**("In your opinion, does teaching writing using portfolio assessment make the students have more motivation to improve their writing skills?")**

C: *"Iya mbak mereka lebih termotivasi tapi kalau terlalu lama dan terus-menerus akan bosan apalagi dengan jenis teks yang sama." "Mungkin bisa dengan cara mereka membawakan di depan kelas, semacam presentasi."*

**("Yes, they were more motivated but if it was done for a long time, they would be bored. Moreover, it used the same kind of texts." "Perhaps,**

**they can have a presentation in front of the class.”)**

- R: “*Apakah bapak merasakan jumlah kesalahan peserta didik dalam hal content, grammar, vocabulary, mechanic, dan organisation semakin berkurang setelah menggunakan portfolio assessment?*”  
 (“Do you find their errors in terms of content, grammar, vocabulary, mechanic, and organisation had decreased compared with the moment before using portfolio assessment?”)
- C: “*Saya kira iya karena otomatis mereka terus menerus menulis minimalnya mereka mengurangi kesalahan-kesalahan yang dulunya sering mereka lakukan, minimal mereka sekarang lebih bisa mengantisipasi jadi mereka tidak melakukan kesalahan yang sama.*”  
 (“**I think so, because they automatically kept on writing. Minimally, it will help them reduce their errors that they often made previously. So, they can anticipate their errors and do not repeat the same errors.**”)
- R: “*Apakah Bapak juga merasakan jika peserta didik lebih percaya diri dalam menulis melalui portfolio assessment?*”  
 (“Do you also find that the students have more self-confidence in writing through portfolio assessment?”)
- C: “*Sebagian besar iya, memang terutama yang memang dari awal serius terlihat sekali peningkatannya, hasilnya.*”  
 (“**Yes, most of them increased self –confidence was obvious.**”)
- R: “*Melalui portfolio assessment, apakah Bapak dapat melihat adanya pertumbuhan atau peningkatan proficiency level jangka panjang, dan pencapaian yang signifikan pada peserta didik dari waktu ke waktu?*”  
 (“Using portfolio assessment, do you find any significant improvement in the students’ proficiency level and long-term achievement from time to time?”)
- C: “*Kalau untuk sampai kapan tidak bisa dijamin.*” “*Sekarang bisa dikatakan jauh lebih baik daripada kemarin.*”  
 (“**I cannot predict how long their long-term achievement will last.**” “**I can say this time is better than before.**”)
- R: “*Menurut Bapak manakah yang lebih efektif menilai hasil tulisan siswa secara langsung atau melalui tahapan-tahapan seperti dalam portfolio assessment?*”  
 (“In your opinion, which one is more effective, evaluating the students’ writing directly or using some steps as what portfolio assessment offers?”)
- C: “*Kalau saya lebih cenderung yang secara proses atau portofolio karena kalau hanya secara langsung bisa saja itu bukan miliknya dia, ada kemungkinan dia melihat hasil karya orang.*” “*Kalau secara proses, jadi dari awal kita bisa melihat oh ini siswa A dari awal proses menulisnya semakin membaik, membaik, membaik jadi diperkirakan dia paham apa yang kita mau.*” “*Kalau dievaluasi langsung kita tidak akan tahu apalagi kalau mereka nulisnya di rumah.*”  
 (“**I prefer the one involving processes or the portfolio one because if the teacher directly assesses the students’ final draft without considering his/her writing processes earlier, it is possible that the writing is not their own work. They might imitate from others.**” “**Through writing**

processes, the teacher can monitor students' writing processes from the very beginning. We could see, for example, whether the writing process of student A is getting better. Thus, the teacher may assume that the student has understood the materials." "If the teacher directly evaluates the students' writing, the teacher will never arrive in such processes." "Especially, if they complete their writing task at home.")

R: "Menurut bapak, apakah dengan adanya self-reflection aktivitas di kelas terasa berbeda dan lebih menyenangkan atau lebih membosankan?"

("In your opinion, does self-reflection activity make classroom activities different and fun? Or does it instead make classroom activities boring?")

C: "Kalau bicara situasional iya beda jadi lebih membaik."

("In the context of classroom situations, it does make the situations different, the situations become better.")

R: "Menurut Bapak, apakah feedback yang diberikan oleh guru dalam hal ini saya sebagai researcher dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam menulis?"

("In your opinion, can the feedback that the teacher gave, in this case I myself as the researcher, make the students understand their strengths and weaknesses in writing?")

C: "Iya sangat."

("Yes, pretty much.")

R: "Menurut Bapak, apakah dengan adanya kegiatan pembelajaran writing menggunakan portfolio assessment dapat meningkatkan kemampuan menulis peserta didik?"

("In your opinion, can the teaching learning process of writing using portfolio assessment improve the students' writing skills?")

C: "Harapan saya sendiri seperti itu, karena menulis itu termasuk yang paling sulit, kemudian paling tricky, ya kita harus pinter-pinter melihat situasi apalagi portofolio itu dikerjakan di kelas maka itu adalah cara yang paling efektif menurut saya karena guru sendiri bisa melihat prosesnya anak-anak itu sendiri, kedua kita bisa membantu siswa kalau ada kesulitan." "Sebenarnya mereka tahu apa yang harus ditulis tapi ga' tahu menuliskan dalam Bahasa Inggrisnya."

("I hope so because writing is the most difficult skill and very tricky.")

"We should know well the situation." "Moreover, the portfolio itself was done in the class so I think that is a very effective way since the teacher could see directly the writing processes." "Then, the teacher could help the students if they find any difficulties." "Actually, they knew exactly what they should write but they did not know how to express it in English.")

R: "Apakah nilai peserta didik dalam writing meningkat setelah menggunakan portfolio assessment pak?"

("Are the students' scores in writing improved after using portfolio assessment, Sir?")

C: "Ya harapannya begitu mbak tapi saya lihat banyak yang mulai mengalami peningkatan."



**(“I hope so. However, I see most of them are starting to improve.”)**

(Interview, February, 23<sup>rd</sup> 2013)

## **B. The Findings of the Research**

There are two types of data in this research, namely qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data present students' writing scores in Task 1 and Task 2. The following is the research findings regarding the use of portfolio assessment:

### **1. Cycle 1**

- a. Some students did not understand certain components, the purpose and the language features of a hortatory exposition text. They only wrote few words in writing their hortatory exposition text. Moreover, some of them just started writing after several meetings after the teacher provides instruction.
- b. There were only few students able to produce a well-organised paragraph. Therefore, the teacher needed to always remind them to write a hortatory exposition text in a complete sequence as most of them did not write the text either in the complete sequence or in a correct sequence.
- c. The students' vocabulary mastery was still low. Besides, the teacher frequently found the students used many inappropriate words. Many of them were confused in using appropriate parts of speech. Most of them frequently asked the researcher the meaning of the words they wanted to use. Moreover, their lack of vocabulary impeded them to write down sentences fluently.

- d. Some students found it difficult to write down a sentence using simple present tense and passive voice. The teacher still found some of the students' sentences incorrect grammatically. Besides, the students wrote the correct word order although some of them still made errors.
- e. Most of the students made many errors in the capitalisation, spelling and punctuation but some students started to have correct spelling, punctuation and capitalisation. However, the researcher still frequently found errors of those aspects in most of students' writings.
- f. The students started to participate in writing activities actively by applying the writing approach as a process.
- g. The students enjoyed finding and correcting their errors based on the feedback given by the teacher as they obtained much attention from the teacher when they had consultation time one by one. They also enjoyed writing reflections to make them aware of their weaknesses and strengths.
- h. The portfolios were fruitful for both the English teacher and the students. For the teacher, these were used to check the students' progress and to file the students' works. For the students, the portfolios were used to keep their writings and to learn from their own works.
- i. The researcher found some problems with the teaching and learning process in Cycle 1. She tried to motivate the students to write. However, making the students write their first drafts was a hard work. Other problems appeared when the classroom discipline was not established. When some students

disturbed their friends and talked to each other, they may bother the other students trying to focus on their writings.

## **2. Cycle 2**

- a. The revising stage in portfolio assessment could motivate the students to write.

Using it, they had motivation to produce a better writing. As a result, all students understood the components, the purpose and the language features of a hortatory exposition text better than they did in Cycle 1. Gradually, they showed better performance in the amount of the contents that they wrote. They were able to write more sentences, arguments, and suggestions in their writings.

- b. By using a different way in assessing the students' writing, in this case portfolio assessment that facilitated the students to have consultations on their works, the students could freely ask the teacher if they had difficulties. So, the positive impact was all students were able to produce a well-organised text. Their writings were more completely organised or in a good sequence. They had used the complete text organisation.

- c. The use of portfolio assessment could create different classroom activities that were more enjoyable for the students. It can be seen from the teacher's assistance in doing portfolio assessment that could help the students to reduce their difficulties to find appropriate words for their writing. Thus, the students' vocabulary mastery increased as most of them had been able to select the appropriate words to write down sentences. The students developed the vocabulary range. Most of them also did not have problems with the

inappropriacy of word choice. They have gradually improved in effectively using the parts of speech.

- d. In the implementation of portfolio assessment to assess students' writing, the teacher returned the students' draft reviewed by the teacher. This challenged the students to find and correct their errors based on the feedback given on their writing. As a result, almost all of the students were able to produce sentences and make the sentences in the right structure. They had used simple present tense and passive voice correctly to write hortatory exposition texts. Moreover, they also had no problems with word order anymore. Moreover, all students also knew the correct conventions in writing a text. The students applied the mechanics well in their writings. They had good skills in spelling, punctuation, and capitalisation.
- e. The portfolios assisted the teacher and the students. The teacher used these to check the students' progress during the two cycles and to keep the students' works. The students used these to keep their writings and to improve their writing skills as they could easily monitor their works over and over again.
- f. The reflection activities in portfolio assessment could tell the learner's story of achievement. These trained the students to be a critical writer and made them get the maximal comprehension in writing as they reflected on their weaknesses and strengths.
- g. In relation to the teaching and learning process, most students showed improvements in terms of classroom condition. They did not make some noises

as they did in Cycle 1. They paid attention to the explanations and instructions better. In addition, the teaching and learning stages could be completed. Therefore, at the end of Cycle 2 the students were able to complete their tasks and achieved the learning indicators.

### 3. Summary of Cycle 1 and Cycle 2

The findings of this research are summarised in Table 7 below.

Table 7: **Research Findings**

Aspects	Cycle 1	Cycle 2
	Task 1	Task 2
Content	Some students did not understand certain components, the purpose and the language features of a hortatory exposition text.	All students understood the components, the purpose and the language features of a hortatory exposition text.
Organisation	Only few students were able to produce a good paragraph in a good organisation.	All students were able to produce a well-organised text.
Vocabulary	The students' vocabulary mastery was still low. They had limited vocabulary to be used in sentences. The sentences were still inappropriate.	The students' vocabulary mastery increased. Almost all of them could write the appropriate words when they made sentences.
Language use	Some students found it difficult to write a sentence in simple present tense and passive voice.	Almost all of the students were able to produce sentences and make the sentences in a correct structure.
Mechanics	Most of the students made many errors in the capitalisation, spelling and punctuation.	The students knew the correct conventions in writing a text.

#### 4. Students' Score

In this part, the researcher discusses the results of students' score as performed in Task 1 in Cycle 1 and Task 2 in Cycle 2. The discussion is related to the students' mean scores in the five aspects of writing, i.e. content, organisation, vocabulary, language use, and mechanics. The results of the students' mean scores can be seen in the following chart.

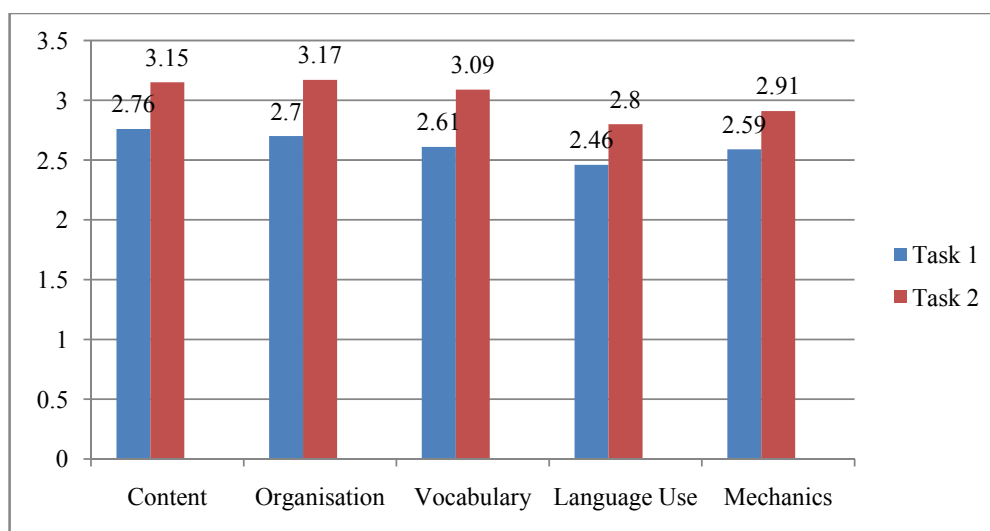


Figure 23: The Mean Scores of Task 1 in Cycle 1 and Task 2 in Cycle 2

From the chart above, it can be seen that there are some improvements in the students' writing skills in each aspect of writing, namely content, organisation, vocabulary, language use, and mechanics. The following tables show the detailed analysis of the mean score of each writing aspect.

Table 8: Students' Mean Score in the Content Aspect

Aspect	Task 1	Task 2	Gain
Content	2.76	3.15	0.93

Table 8 presents the mean score in the content aspect attained by the students. It shows that the students' mean score in this aspect increased as the task given in each cycle. In Task 1, the students' mean score in the content aspect is 2.76 and the students' mean score in Task 2 is 3.15. The mean score gain is obtained by comparing the mean score of Task 1 and Task 2, which is 0.39.

Table 9: **Students' Mean Score in the Organisation Aspect**

<b>Aspect</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Gain</b>
<b>Content</b>	2.70	3.17	0.47

Table 9 shows the students' mean score in terms of organisation aspect. In each task, the students' mean score increased as shown in Task 1 and Task 2. In Task 1, the mean score is 2.70 and the mean score in Task 2 is 3.17. The mean score gain attained from Task 1 to Task 2 is 0.47.

Table 10: **Students' Mean Score in the Vocabulary Aspect**

<b>Aspect</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Gain</b>
<b>Content</b>	2.61	3.09	0.48

Table 10 presents the mean score in the vocabulary aspect attained by the students. It shows that the students' mean score in this aspect increased as shown in Task 1 and Task 2. In Task 1, the students' mean score in the vocabulary aspect is 2.61 and in Task 2, the mean score is 3.09. The mean score gain is obtained by comparing the mean score of Task 1 and Task 2, which is 0.48.

Table 11: **Students' Mean Score in the Language Use Aspect**

<b>Aspect</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Gain</b>
<b>Content</b>	2.46	2.80	0.34

Table 11 shows the students' mean score in terms of language use aspect. On each task, the students' mean score increased as shown in Task 1 and Task 2. In Task 1, the mean score is 2.46 and the mean score in Task 2 is 2.80. The mean score gain attained from Task 1 to Task 2 is 0.34.

**Table 12: Students' Mean Score in the Mechanics Aspect**

<b>Aspect</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Gain</b>
<b>Content</b>	2.59	2.91	0.32

Table 12 presents the mean score in the mechanics aspect attained by the students. It shows that the students' mean score in this aspect increased as shown in Task 1 and Task 2. In Task 1, the students' mean score in the mechanics aspect is 2.59 and in Task 2, the mean score is 2.91. The mean score gain is obtained by comparing the mean score of Task 1 and Task 2, which is 0.32.

According to the discussion above, students' writing skills related to the five aspects of writing, which are content, organisation, vocabulary, language use and mechanics increased after the actions being implemented during the research. The students' gain score compared from Task 1 to Task 2 is 0.39 for the content aspect; 0.47 for the organisation aspect, 0.48 for the vocabulary aspect, 0.34 for the language use aspect and 0.32 for the mechanics aspect.

Then, the five aspects of writing above are converted into six categories, they are "very poor, poor, fair, good, very good, excellent." The conversion is presented in the table below.



Table 13: **The Conversion Table Analysis of Students' Score**

Class Interval	Interpretation	Frequency	
		Cycle 1	Cycle 2
17.5 – 19.9	Excellent	-	2
15.0 – 17.4	Very good	2	10
12.5 – 14.9	Good	14	11
10.0 – 12.4	Fair	7	-
7.5 – 9.9	Poor	-	-
5.0 – 7.4	Very poor	-	-

From the conversion table above, it can be interpreted that in Task 1 of Cycle 1, few students are in the “very good” and “fair” category. Most of them are in the “good” category. However, in Task 2 of Cycle 2, the frequency shows significant improvements. There are two students in the “excellent” category. The number of the students in the “good” category decreases into eleven students. Moreover, there is no student in the “fair” category. Most of them are in the “good” category. The number of the students in the “very good” category increases into ten students.

### **C. Interpretation of the Findings**

In this part, the researcher provides the analysis of the results attained in Cycle 1 and Cycle 2 of the research. The purpose is to examine whether the use of portfolio assessment in the research process improves the students' skills in writing hortatory exposition texts or not. The preliminary classroom observation had been done before the research was started to get information concerning the problems in teaching writing. To overcome the problems found during the classroom observation, the researcher applied two cycles in this research.

After implementing the actions in two cycles, the researcher and the collaborator found there were improvements in the students' writing after applying portfolio assessment. The students performed better in writing after they had received feedback from the teacher and then revised and edited their writing. They were able to find and correct their errors based on the feedback on their writing.

The students' writing score improved after the researcher conducted some actions. The improvements happened in five aspects of writing, namely content, organisation, vocabulary, language use and mechanics. The students' mean score gain compared from Task 1 to Task 2 is 0.39 for the content aspect; 0.47 for the organisation aspect, 0.48 for the vocabulary aspect, 0.34 for the language use aspect and 0.32 for the mechanics aspect.

Furthermore, from the conversion table, there are some improvements. In Task 1 of Cycle 1, few students are in the "very good" and "fair" categories. Most of them are in the "good" category. However, in Task 2 of Cycle 2, the frequency shows significant improvements. There are two students in the "excellent" category. The number of the students in the "good" category decreases into eleven students. Moreover, there is no student in the "fair" category. Most of them are in the "good" category. The frequency of the students in the "very good" category increases into ten students.

Based on those explanations above, it can be concluded that students' skills of writing hortatory exposition texts in class XI Social 2 of SMA Negeri 4 Yogyakarta through portfolio assessment improve. Through portfolio assessment,

the students' errors in the five aspects of writing decreased. Portfolio assessment is believed to be effective to improve students' writing skills. Moreover, during the writing processes, the students were not only taught how to write but also how to compose a good writing. The students' errors in writing could be reduced from time to time. Furthermore, students' attitude toward portfolio assessment changed positively. They liked the writing processes and gave statements that portfolio assessment could improve their writing skills. Portfolio assessment also motivated them to write a better writing because they got feedback on their writing and they got a different way in assessing writing. It also created different classroom activities that were more enjoyable for the students when they could find and correct their errors based on the feedback given on their writing. Moreover, the reflection activities in portfolio assessment could tell the learner's story of achievement. These trained the students to be a critical writer and made them get the maximal comprehension in writing as they reflected on their weaknesses and strengths.

Based on the explanations above, it can be concluded that portfolio assessment can positively help students to improve their writing skills. Although they sometimes had problems during the process, the researcher and the collaborator always helped them. In other words, the researcher did not only give feedback but also guided the students to correct their errors in order that they could reduce their errors in writing.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research focused on using portfolio assessment to improve students' skills in writing hortatory exposition texts. Based on the discussion in the previous chapter, it can be concluded that portfolio assessment can improve students' skills in writing hortatory exposition texts. This can be seen from the findings of the research during the process of the action research.

1. The reconnaissance step was conducted by doing classroom observation and interviewing the teacher and the students. From these activities, the researcher found that there were some problems in writing. They dealt with the classroom activities, the teaching technique used by the teacher and students' writing skills related to ideas/content, organisation, vocabulary, language use and mechanics.
2. The planning steps were done by the researcher and the teacher by making strategic plans in order to solve the problems. They decided to use portfolio assessment in the writing process to overcome the problems.
3. The researcher and the teacher implemented the strategic actions into two cycles in which Cycle 1 consisted of nine meetings and Cycle 2 consisted of three meetings. They gave feedback by underlining the mistakes found in the students' draft in order that the students could revise their draft based on the

feedback. This activity improved the interaction through the consultation session between the English teacher and the students.

4. After the implementation of each cycle, the researcher and the teacher did reflection. It was done based on the data found from the observation during the actions.
5. The result of the reflection showed that there were some improvements on the students' skills of writing hortatory exposition texts using portfolio assessment. Portfolios assisted the students in keeping their writings in order that they could re-examine their works over and over. This could improve their understanding and contribute positively to the scores of the five aspects of writing, namely content, organisation, vocabulary, language use and mechanics. By applying portfolio assessment, the students got better understanding of the process on how to write a text. They could express their ideas well using appropriate vocabulary items. They were also able to produce well-organised texts. In addition, their grammatical knowledge improved, so they could minimise their errors. Moreover, they became more aware of the correct conventions in writing. The significant improvement on students writing skills can be seen from the mean of each cycle, the conversion table, and the samples of students' writing in two cycles.

**B. Implications**

The results of the research give some implications to the research members. The implications of the actions are described as follows.

1. The use of portfolio assessment improved the students' skills of writing hortatory exposition texts in five aspects of writing that include content, organisation, vocabulary, language use, and mechanics. It implies that the teacher needs to use portfolio assessment in teaching writing, mainly in assessing the students' writing.
2. The use of portfolio assessment could improve the students' motivation in the English teaching and learning process of writing. It implies that the teacher needs to use portfolio assessment in the teaching and learning process of writing because it can also improve students' motivation in writing so that the students can happily learn to write .
3. The use of portfolio assessment could create different and more enjoyable classroom activities. It implies that the teacher needs to use portfolio assessment in teaching and learning process of writing to make the students more active because the classroom activities are more enjoyable.

### **C. Suggestions**

After conducting this research, the researcher offers several recommendations for the English teachers and other researchers. They are presented below.

1. For the English teachers

The results of the research show that the portfolio assessment is believed to be fruitful in improving the students' writing skills. It is suggested that the English teachers could apply and explore more deeply the application of portfolio assessment in improving the students' writing skills. It is very useful for them to use portfolio assessment to assess students' writing.

2. For other researchers

This study only gives an emphasis on the use of portfolio assessment to improve students' writing skills. It is suggested that the other researchers could conduct the other studies of the same issue in the other skills.

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# APPENDIXES

# APPENDIX A

## OBSERVATION CHECKLISTS

### Observation Checklist

#### CYCLE 1

##### First meeting

##### Pedoman Observasi

Aktifitas *researcher* selama melakukan penelitian.

#### 1. (Observasi terhadap *researcher* secara keseluruhan)

Date: Sabtu, 12 Januari 2013

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

#### Keterangan:

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

##### First meeting

Date: Sabtu, 12 Januari 2013

No.	Aspek	SB	B	K	SK
1.	Menyapa peserta didik dan memperkenalkan diri, menyatakan maksud dan tujuan datang ke SMA N 4 Yogyakarta dan mengapa khususnya masuk ke kelas XI IPS 2 untuk melakukan penelitian. Kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menyatakan maksud dan tujuan melakukan penelitian kepada peserta didik dan membagi <i>file folder</i> kepada peserta didik.				

3.	Memperkenalkan dan menjelaskan peserta didik mengenai <i>portfolio assessment</i> .				
4.	Memberi penjelasan kepada peserta didik tentang apa yang harus mereka lakukan selama menulis dengan mengikuti langkah-langkah dalam <i>portfolio assessment</i> .				
5.	Teknik mengakhiri pelajaran. Melakukan <i>interview</i> terhadap beberapa peserta didik di saat jam istirahat.				
6.	Berterimakasih dan berpamitan pulang.				
7.					

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Second meeting****Pedoman Observasi****Aktifitas *researcher* selama melakukan penelitian.****1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Selasa, 15 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Second meeting****Date: Selasa, 15 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Mempersilahkan peserta didik berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Melakukan <i>warming-up</i> dengan cara mengajukan 5 pertanyaan yang berhubungan dengan topik yang akan dikenalkan dan menyuruh peserta didik menjawab secara lisan.				
3.	Memberikan peserta didik sebuah contoh <i>hortatory exposition text</i> .				
4.	Memberi peserta didik 8 pertanyaan agar peserta didik lebih mengetahui fungsi sosial dari teks tersebut.				
5.	Menyuruh peserta didik menjawab pertanyaan-pertanyaan tersebut secara lisan.				
6.	Mengakhiri pelajaran dan menyuruh peserta didik berdo'a.				
7.	Berpamitan pulang kepada peserta didik dan C.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Third meeting****Pedoman Observasi****Aktifitas *researcher* selama melakukan penelitian.****1. (Observasi terhadap *researcher* secara keseluruhan)****Date: Sabtu, 19 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama				



8.	pembelajaran. Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Third meeting**

**Date: Sabtu, 19 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Mempersilahkan peserta didik berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menyuruh peserta didik membaca teks yang diberikan pada pertemuan sebelumnya.				
3.	Meminta peserta didik menjawab 5 pertanyaan mengenai <i>generic structures</i> dari teks tersebut selain memberikan pertanyaan yang berkaitan dengan isi pada teks tersebut.				
4.	Menjelaskan <i>generic structures</i> dari <i>hortatory exposition texts</i> .				
5.	Menyuruh peserta didik menjawab pertanyaan <i>orally</i> .				
6.	Memberikan pertanyaan mengenai <i>language features</i> dari sebuah <i>hortatory exposition text</i> .				
7.	Membahas soal-soal yang diberikan bersama-sama.				
8.	Menyuruh peserta didik mengerjakan 4 <i>tasks in pairs</i> yang berkaitan dengan <i>generic structure, simple present tense</i> , dan juga <i>passive voice</i> .				
9.	Memeriksa hasil pekerjaan peserta didik bersama-sama.				
10.	Teknik mengakhiri pelajaran.				
11.	Melakukan <i>interview</i> dengan 2 orang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kuran)

**CYCLE 1****Fourth meeting****Pedoman Observasi****Aktifitas *researcher* selama melakukan penelitian.****1. (Observasi terhadap *researcher* secara keseluruhan)****Date: Selasa, 22 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Fourth meeting****Date: Selasa, 22 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menyuruh peserta didik mengidentifikasi <i>language features</i> dari sebuah <i>hortatory exposition text</i> .				
3.	Menyuruh peserta didik menyusun sebuah paragraf acak dari sebuah <i>hortatory exposition text</i> sambil membagikan sebidel lembar kerja untuk peserta didik mengerjakan <i>portfolio assessment</i> satu per satu.				

4.	Memeriksa hasil pekerjaan peserta didik bersama-sama.				
5.	Menjelaskan kepada peserta didik apa yang harus mereka lakukan terhadap kertas-kertas yang telah diberikan karena di sana terdapat pertanyaan-pertanyaan mengenai <i>self-reflection</i> dan juga telah tersedia kertas untuk peserta didik menulis.				
6.	Menyuruh peserta didik memilih topik yang telah disediakan, membuat judul, kemudian menentukan tujuan penulisan masing-masing, setelah itu langsung menulis <i>draft writing</i> mereka.				
7.	Mengontrol peserta didik dalam mengerjakan tugas.				
8.	Membantu peserta didik yang masih belum paham.				
9.	Teknik mengakhiri pelajaran.				
10.	Melakukan <i>interview</i> dengan 2 orang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Fifth meeting****Pedoman Observasi**

**Aktifitas *researcher* selama melakukan penelitian.**

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Sabtu, 26 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat				

9.	mengikuti pelajaran.				
10.	Bersikap adil pada semua peserta didik.				
	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Fifth meeting**

**Date: Sabtu, 26 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> di rumah atau belum.				
3.	Menyuruh peserta didik melanjutkan menulis hingga jam pelajaran selesai.				
4.	Mengontrol peserta didik dalam mengerjakan tugas dan membantu peserta didik yang kesulitan.				
5.	Menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.				
6.	Teknik mengakhiri pelajaran.				
7.	Melakukan <i>interview</i> dengan seorang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Sixth meeting****Pedoman Observasi**

Aktifitas *researcher* selama melakukan penelitian.

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Selasa, 29 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Sixth meeting**

**Date: Selasa, 29 Januari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> atau belum.				
3.	Menyuruh peserta didik yang belum mulai menulis untuk membuat <i>outline</i> dan juga membantu peserta didik yang kesulitan mencari <i>vocabulary</i> yang tepat untuk tulisan mereka.				
4.	Berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan				

5.	menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis. Menyuruh peserta didik menulis refleksi setelah selesai menulis <i>draft</i> .				
6.	Mengumpulkan tulisan peserta didik yang telah selesai menulis <i>draft writing</i> dan <i>refleksi</i> serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.				
7.	Teknik mengakhiri pelajaran.				
8.	R melakukan <i>interview</i> dengan dua peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Seventh meeting****Pedoman Observasi**

**Aktifitas *researcher* selama melakukan penelitian.**

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Sabtu, 02 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Seventh meeting****Date: Sabtu, 02 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> atau belum.				
3.	Menyuruh peserta didik yang belum selesai menulis untuk melanjutkan menulis, yang belum menulis sama langsung membuat <i>outline</i> , sementara yang sudah selesai menulis melakukan <i>self-reflection</i> terhadap tulisan mereka.				
4.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis seperti kesulitan mencari <i>vocabulary</i> yang tepat untuk tulisan mereka, memberi arahan yang jelas bagi yang masih kesulitan dalam membuat kalimat, mengarahkan maksud dari pertanyaan-pertanyaan pada refleksi, dan lain sebagainya.				
5.	Mengumpulkan tulisan peserta didik yang sudah selesai membuat <i>draft writing</i> untuk dikoreksi serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.				
6.	Teknik mengakhiri pelajaran.				
7.	Berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Eighth meeting****Pedoman Observasi**

Aktifitas *researcher* selama melakukan penelitian.

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Selasa, 05 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Eighth meeting**

**Date: Selasa, 05 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	R menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> beserta refleksinya atau belum.				
3.	Menyuruh peserta didik yang belum selesai menulis untuk melanjutkan menulis, yang belum membuat refleksi segera menulis refleksi, sementara yang pada pertemuan sebelumnya telah mengumpulkan <i>draft writing</i> dan hasil tulisan telah dikoreksi,				



	satu per satu peserta didik tersebut dipanggil untuk diberi <i>feedback</i> langsung atau diberitahu salahnya dimana.				
4.	Menyuruh peserta didik tersebut yang telah mendapat <i>feedback</i> untuk melakukan revisi terhadap tulisan mereka.				
5.	Berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis seperti kesulitan mencari <i>vocabulary</i> yang tepat untuk tulisan mereka, memberi arahan yang jelas bagi yang masih kesulitan mencari ide, dan lain sebagainya.				
6.	Mengumpulkan tulisan peserta didik yang sudah selesai menulis <i>draft writing</i> dan refleksi serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.				
7.	Teknik mengakhiri pelajaran.				
8.	Mengucapkan terima kasih dan berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 1****Ninth meeting****Pedoman Observasi**

**Aktifitas *researcher* selama melakukan penelitian.**

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Sabtu, 09 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				

7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Ninth meeting**

**Date: Sabtu, 09 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Memanggil satu per satu peserta didik yang tulisannya telah dikoreksi, mengembalikan pekerjaan mereka, lalu menyuruh mereka untuk merevisi dan membuat refleksi setelah selesai merevisi tulisan mereka.				
3.	Menyuruh segera menyelesaikan <i>draft writing</i> mereka dilanjutkan dengan membuat refleksi bagi yang belum.				
4.	Berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu menjelaskan kepada peserta didik yang merasa bingung dengan <i>feedback</i> yang telah diberikan R pada tulisan mereka.				
5.	Memberi pengertian pada mereka salahnya dimana dan menyuruh merevisi setelah itu membuat refleksi.				
6.	Mengumpulkan tulisan peserta didik yang sudah selesai merevisi dan membuat refleksi serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.				
7.	Teknik mengakhiri pelajaran.				
8.	Melakukan <i>interview</i> pada seorang peserta didik sebelum meninggalkan kelas untuk				

9.	mengetahui kesulitan dan kemajuan peserta didik selama proses menulis di <i>cycle</i> 1. Mengucapkan terima kasih lalu berpamitan pulang.				
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**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 2****Tenth meeting****Pedoman Observasi**

**Aktifitas *researcher* selama melakukan penelitian.**

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Selasa, 12 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Tenth meeting**

**Date: Selasa, 12 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Melakukan <i>warming-up</i> dengan cara mengajukan 5 pertanyaan yang berhubungan dengan topik yang akan				

	dikenalkan dan menyuruh peserta didik menjawab secara lisan.				
3.	Memberikan peserta didik sebuah <i>hortatory exposition text</i> dan memberi peserta didik 7 pertanyaan agar peserta didik lebih mengetahui fungsi sosial dari teks tersebut.				
4.	Menyuruh peserta didik menjawab pertanyaan-pertanyaan tersebut secara lisan.				
5.	Mengulas kembali tentang <i>simple present tense</i> serta mengingatkan kembali kepada peserta didik segala hal tentang <i>hortatory exposition text</i> .				
6.	Meminta peserta didik untuk membaca teks yang telah diberikan dengan seksama dan menjawab pertanyaan-pertanyaan yang berkaitan dengan <i>generic structures</i> dan <i>language features</i> secara lisan.				
7.	Menyuruh peserta didik mengidentifikasi <i>the generic structures and language features</i> dari sebuah <i>hortatory exposition text</i> yang diberikan secara berpasangan.				
8.	R bersama-sama peserta didik menjawab pertanyaan-pertanyaan dari <i>task</i> yang diberikan.				
9.	Mengenalkan topik yang akan mereka gunakan sebagai dasar untuk mereka menulis.				
10.	Menyuruh peserta didik untuk menulis sebuah <i>hortatory exposition text</i> lagi yang berhubungan dengan topik “We Should be Proud of Our Local Culture”.				
11.	Meminta peserta didik untuk menentukan judul dari <i>essay</i> mereka kemudian menentukan tujuan sebelum mereka mulai menulis.				
12.	Berkeliling kelas untuk memastikan semua peserta didik melakukan kegiatan <i>draft writing</i> .				
13.	Meminta peserta didik untuk melanjutkan di rumah dan membawa <i>draft writing</i> mereka pada pertemuan berikutnya.				
14.	Teknik mengakhiri pelajaran.				
15.	Mengucapkan terima kasih, kemudian berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 2****Eleventh meeting****Pedoman Observasi****Aktifitas *researcher* selama melakukan penelitian.****1. (Observasi terhadap *researcher* secara keseluruhan)****Date: Sabtu, 16 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Eleventh meeting****Date: Sabtu, 16 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	R mengecek apakah peserta didik telah selesai menulis <i>draft writing</i> atau belum.				
3.	Menyuruh peserta didik melanjutkan menulis hingga jam pelajaran selesai.				
4.	Mengontrol peserta didik dalam mengerjakan tugas dan membantu peserta didik yang kesulitan.				
5.	Menyuruh peserta didik agar segera menyelesaikan <i>draft writing</i> mereka lalu dilanjutkan dengan membuat refleksi.				

6.	Berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis.				
7.	Mengumpulkan <i>draft writing</i> peserta didik yang sudah selesai untuk dikoreksi, dan memastikan bahwa mereka juga telah melakukan <i>self-reflection</i> .				
8.	Teknik mengakhiri pelajaran.				
9.	Mengucapkan terima kasih, kemudian berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**CYCLE 2****Twelfth meeting****Pedoman Observasi**

**Aktifitas *researcher* selama melakukan penelitian.**

**1. (Observasi terhadap *researcher* secara keseluruhan)**

**Date: Sabtu, 23 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Teknik membuka pelajaran.				
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi				
3.	Penyampaian tujuan pembelajaran.				
4.	Penggunaan media.				
5.	Menciptakan suasana belajar yang menarik.				
6.	Membangkitkan minat belajar peserta didik.				
7.	Membantu kesulitan peserta didik selama pembelajaran.				
8.	Membantu peserta didik yang lambat mengikuti pelajaran.				
9.	Bersikap adil pada semua peserta didik.				
10.	Teknik mengakhiri pelajaran.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

**Twelfth meeting**

**Date: Sabtu, 23 Februari 2013**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan				

	menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Membagikan <i>draft writing</i> peserta didik yang telah dikoreksi dan diberi <i>feedback</i> . Menyuruh peserta didik untuk merevisi tulisan mereka hari itu juga harus selesai.				
3.	Mengontrol peserta didik dalam mengerjakan tugas.				
4.	Menyuruh peserta didik melakukan <i>self-reflection</i> terhadap tulisan mereka, refleksi terhadap perkembangan menulis mereka, dan refleksi (tanggapan) mereka setelah menggunakan <i>portfolio assessment</i> untuk menilai tulisan mereka.				
5.	Melakukan <i>interview</i> dengan dua orang siswa untuk mengetahui tanggapan mereka tentang <i>portfolio assessment</i> setelah mereka menggunakannya sebagai salah satu teknik dalam menilai tulisan mereka.				
6.	Teknik mengakhiri pelajaran.				
7.	Berterima kasih dan berpamitan pulang.				

**Keterangan:**

SB (Sangat Baik)    B (Baik)    K (Kurang)    SK (Sangat Kurang)

# APPENDIX B

## FIELD NOTES



## FIELD NOTES

**R: Researcher   C: Collaborator**

### Field note 1

Senin, 07 Januari 2013/ 09.25-10.15

1.	R datang ke sekolah pada pukul 09.25.
2.	R melapor kepada satpam penjaga sekolah bahwa akan menyerahkan surat ijin penelitian kepada pegawai tata usaha. Satpam penjaga sekolah mempersilahkan R masuk.
3.	R menyerahkan surat ijin penelitian dari Dinas Perizinan Pemerintah Kota Yogyakarta kepada pegawai tata usaha dan meminta ijin untuk menemui kepala sekolah untuk meminta ijin secara langsung.
4.	Pegawai tata usaha menyatakan bahwa nanti beliau sendiri yang akan menyampaikan kepada kepala sekolah.
5.	R meminta ijin untuk dipertemukan dengan guru Bahasa Inggris yang bersangkutan, namun hari itu guru Bahasa Inggris yang bersangkutan tidak hadir sehingga R diminta datang kembali esok hari.
6.	Setelah dirasa cukup, R berpamitan pulang dan mengucapkan terima kasih atas kesempatan yang telah diberikan kepada R.

### Field note 2

Tuesday, 08<sup>th</sup> Januari 2013/ 10.15-12.30

1.	R datang ke sekolah pada pukul 10.15.
2.	R melapor kepada satpam penjaga sekolah bahwa ingin bertemu Pak Priyadi guru Bahasa Inggris kelas XI.
3.	R diperkenalkan menemui pegawai tata usaha sekolah agar dipertemukan dengan guru Bahasa Inggris yang bersangkutan.
4.	Bapak pegawai tata usaha membuat memo yang nanti akan diberikan kepada guru bidang studi Bahasa Inggris yang dimaksud.
5.	R bertemu guru Bahasa Inggris yang dimaksud dan menyerahkan memo tersebut kepada guru Bahasa Inggris (yang selanjutnya akan disebut <i>Collaborator</i> ).
6.	R memperkenalkan diri, menjelaskan maksud dan tujuan datang ke sekolah, dan meminta ijin untuk melakukan penelitian di kelas guru Bahasa Inggris tersebut.
7.	C mengizinkan R untuk melakukan <i>preliminary class observation</i> pada hari itu juga pada pukul 10.45, karena kebetulan hari itu guru Bahasa Inggris sedang mengajar <i>writing</i> sehingga sesuai dengan keterampilan yang ingin R

	observasi.
8.	C mengajak R untuk <i>preliminary class observation</i> di kelas XI IPS 2 sebagai kelas yang dipilih untuk penelitian nantinya.
9.	Pukul 10.45 guru masuk kelas, namun masih ada beberapa peserta didik yang berada di luar kelas dan masih ada yang makan.
10.	Guru mempersiapkan diri dan menunggu peserta didik siap untuk belajar. Guru menyapa peserta didik/ <i>greeting</i> . Kemudian guru meminta ketua kelas untuk memimpin doa. Peserta didik berdoa.
11.	R kemudian memperkenalkan diri dengan peserta didik-siswi di kelas XI IPS 2 serta menjelaskan maksud dan tujuan datang ke sekolah dan khususnya kelas XI IPS 2 untuk meminta waktunya sebagai subyek penelitian bagi R. Kemudian, R melaksanakan <i>preliminary class observation</i> .
12.	Guru meminta peserta didik untuk melanjutkan menulis sembari memeriksa tulisan peserta didik yang sudah selesai, kemudian mengembalikan dan menyuruh peserta didik merevisi jika masih terdapat kesalahan.
13.	Setelah melaksanakan <i>preliminary class observation</i> , R mewawancarai beberapa peserta didik untuk mengetahui segala hal mengenai proses belajar menulis yang selama ini mereka jalani dan tanggapan mereka mengenai menulis dalam Bahasa Inggris dan juga ingin mengetahui apakah mereka sudah kenal dengan <i>portfolio assessment</i> ataukah belum.
14.	Para peserta didik mengatakan bahwa menulis menggunakan Bahasa Inggris itu membosankan dan mereka masih kesulitan dalam menggunakan <i>grammar</i> dengan benar dan tepat, juga sedikitnya kosakata yang mereka ketahui sehingga membuat mereka malas menulis. Selain itu ternyata mereka juga belum mengetahui apa itu <i>portfolio assessment</i> .
15.	R kemudian menjelaskan sedikit apa itu <i>portfolio assessment</i> dan mengucapkan terimakasih kemudian berpamitan kepada para peserta didik tersebut.
16.	R mengungkapkan bahwa ingin meminta waktunya C sebentar untuk di <i>interview</i> oleh R. C menyetujui dan mempersilahkan R duduk di ruang guru. R menanyakan beberapa hal kepada C seputar permasalahan di kelas ( <i>an interview before the action</i> ).
17.	R mengucapkan terimakasih kepada guru Bahasa Inggris karena telah memberikan kesempatan untuk melakukan observasi dan nantinya penelitian di kelas tersebut, lalu R berpamitan pulang.

**Field note 3 (First meeting)**

Sabtu, 12 Januari 2013/ 08.50-09.45

1.	R datang ke sekolah pada pukul 08.50.
2.	R melapor kepada satpam penjaga sekolah dan guru piket untuk meminta ijin masuk ke kelas XI IPS 2 untuk melakukan penelitian, dan memberitahukan bahwa telah mendapat ijin dari guru Bahasa Inggris yang kebetulan pada hari itu berhalangan hadir.
3.	R masuk kelas XI IPS 2 pukul 09.00, menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran.
5.	R menyatakan maksud dan tujuan melakukan penelitian kepada peserta didik dan membagi <i>file folder</i> kepada peserta didik.
6.	R menyuruh peserta didik membawa <i>file folder</i> tersebut setiap kali R masuk dan tidak sekali-kali mengeluarkan isi dari <i>file folder</i> tersebut.
7.	R memperkenalkan dan menjelaskan peserta didik mengenai <i>portfolio assessment</i> .
8.	Beberapa peserta didik bertanya “Apa itu <i>portfolio assessment miss?</i> ”, ada pula yang bilang “Kita belum pernah dapat <i>miss</i> .”
9.	R memberi penjelasan kepada peserta didik tentang apa yang harus mereka lakukan selama menulis dengan mengikuti langkah-langkah dalam <i>portfolio assessment</i> .
10.	Berhubung waktu sudah habis, R mengakhiri pertemuan pada hari itu.
11.	R melakukan <i>interview</i> terhadap beberapa peserta didik pada jam istirahat.
12.	Melalui <i>interview</i> R mengetahui bahwa rata-rata para peserta didik belum mengetahui <i>portfolio assessment</i> itu apa dan mereka mengatakan bahwa dalam menulis mereka masih banyak melakukan kesalahan terutama pada <i>grammar</i> dan <i>vocabulary</i> .
13.	Setelah selesai melakukan <i>interview</i> , R kemudian berpamitan dan mengucapkan terima kasih atas waktunya.

**Field note 4 (Second meeting)**

Selasa, 15 Januari 2013/ 10.25-12.15

1.	R datang ke sekolah pada pukul 10.25.
2.	R melapor kepada satpam penjaga sekolah dan guru piket untuk meminta ijin masuk ke kelas XI IPS 2 untuk melakukan penelitian, dan memberitahukan bahwa telah mendapat ijin dari guru Bahasa Inggris.
3.	R masuk kelas XI IPS 2 pada pukul 10.30, menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.

4.	R dan peserta didik berdo'a sebelum memulai pelajaran dan R memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan melakukan <i>warming-up</i> dengan cara mengajukan 5 pertanyaan yang berhubungan dengan topik yang akan dikenalkan seperti " <i>Are you happy being a student?</i> " Semua peserta didik menjawab " <i>Yes, I am happy.</i> " " <i>What do you get from school?</i> " Beberapa diantara mereka menjawab " <i>Knowledge, friends, pocket money, etc.</i> " " <i>Do you agree with home schooling?</i> " " <i>Why?</i> " or " <i>Why not?</i> " beberapa diantara mereka mengatakan " <i>Agree because the children will be more focus on the lesson, some of them said disagree because the children cannot socialize with others.</i> " " <i>What do you think about cheating?</i> " mereka berkata " <i>That's not good, some of them just smiling.</i> ", and the last question is " <i>What do you think about smoking at school?</i> " mereka berkata " <i>It is bad.</i> ".
6.	R memberikan peserta didik sebuah contoh <i>hortatory exposition text</i> berjudul " <i>Helping Children Discover Their Own Identity</i> ".
7.	R lalu memberi peserta didik 7 pertanyaan agar peserta didik lebih mengetahui fungsi sosial dari teks tersebut.
8.	R menyuruh peserta didik menjawab pertanyaan-pertanyaan tersebut secara lisan.
9.	Berhubung waktu sudah habis, R mengakhiri pelajaran dan menyuruh peserta didik berdo'a.
10.	R berpamitan pulang kepada peserta didik dan C.

### Field note 5 (Third meeting)

Sabtu, 19 Januari 2013/ 07.50-09.45

1.	R datang ke sekolah pada pukul 07.50.
2.	R melapor kepada guru piket untuk meminta ijin masuk ke kelas XI IPS 2 untuk melakukan penelitian, dan memberitahukan bahwa telah mendapat ijin dari guru Bahasa Inggris.
3.	R bersama C masuk kelas XI IPS 2 pada pukul 08.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan menyuruh peserta didik kembali membaca teks yang R beri pada pertemuan sebelumnya.
6.	R menyuruh peserta didik menjawab 5 pertanyaan yang mana diantaranya R menanyakan <i>generic structure</i> dari teks tersebut selain memberikan

	pertanyaan yang berkaitan dengan isi pada teks tersebut.
7.	Berhubung peserta didik belum tahu <i>generic structure</i> dari <i>hortatory exposition texts</i> , kemudian R menjelaskan terlebih dahulu komponen-komponen yang terdapat pada sebuah <i>hortatory exposition text</i> .
8.	Setelah R menjelaskan sedikit tentang <i>generic structures</i> dari <i>hortatory exposition texts</i> lalu peserta didik dapat menjawab pertanyaan dengan benar.
9.	R menyuruh peserta didik menjawab pertanyaan <i>orally</i> .
10.	Setelah itu, R melanjutkan dengan memberikan pertanyaan mengenai <i>language features</i> dari sebuah <i>hortatory exposition text</i> .
11.	Untuk memancing peserta didik, R pertama-tama menanyakan “ <i>What tense is mostly used in the text?</i> ” kemudian beberapa diantara mereka menjawab “ <i>Simple present tense, Miss.</i> ”
12.	Berhubung peserta didik belum mengetahui beberapa hal yang dimaksud oleh R dan tidak bisa menyebutkan di antaranya seperti <i>abstract nouns</i> , <i>action verbs</i> , <i>evaluative words</i> , kemudian R menjelaskan pengertian dan memberikan beberapa contoh dari kata-kata yang dimaksud.
13.	Setelah R menjelaskan, peserta didik dapat menyebutkan dengan benar semua <i>language features</i> yang terdapat pada sebuah <i>hortatory exposition text</i> .
14.	Selanjutnya R menyuruh peserta didik mengerjakan 4 <i>tasks in pairs</i> yang berkaitan dengan <i>generic structure</i> , <i>simple present tense</i> , dan juga <i>passive voice</i> .
15.	Kemudian R dan peserta didik bersama-sama memeriksa hasil pekerjaan peserta didik.
16.	Berhubung waktu telah habis, R mengakhiri pelajaran dengan menanyakan kepada peserta didik apakah masih ada kesulitan dan menyimpulkan materi yang diberikan pada hari itu.
17.	R menutup pelajaran dengan berdo’a.
18.	R melakukan <i>interview</i> dengan 2 orang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

### Field note 6 (Fourth meeting)

Selasa, 22 Januari 2013/ 10.15-12.15

1.	R datang ke sekolah pada pukul 10.15.
2.	R meminta izin kepada C untuk masuk kelas XI IPS 2.
3.	R bersama C masuk kelas XI IPS 2 pada pukul 10.30. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.

4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan menyuruh peserta didik mengerjakan sebuah <i>task</i> yang berkaitan dengan mengidentifikasi <i>language features</i> dari sebuah <i>hortatory exposition text</i> berjudul " <i>Home Schooling</i> ".
6.	Selanjutnya R menyuruh peserta didik menyusun sebuah paragraf acak dari sebuah <i>hortatory exposition text</i> sembari R membagikan sebetulnya lembar kerja untuk peserta didik mengerjakan <i>portfolio assessment</i> satu per satu.
7.	Kemudian R dan peserta didik bersama-sama memeriksa hasil pekerjaan peserta didik.
8.	Setelah itu, R menjelaskan kepada peserta didik apa yang harus mereka lakukan terhadap kertas-kertas yang telah diberikan karena di sana terdapat pertanyaan-pertanyaan mengenai <i>self-reflection</i> dan juga telah tersedia kertas untuk peserta didik menulis.
9.	Setelah dijelaskan semuanya, R menyuruh peserta didik memilih topik yang telah disediakan, membuat judul, kemudian menentukan tujuan penulisan masing-masing.
10.	Beberapa peserta didik bingung bagaimana cara mengungkapkan tujuan mereka dalam Bahasa Inggris. Ada yang bertanya bagaimana kalau bilang saya ingin lebih lancar menulis, saya ingin meningkatkan kemampuan menulis, bertanya kepada teman-teman, saya ingin memperbaiki <i>grammar</i> .
11.	Dikarenakan ada peserta didik yang sudah selesai menentukan tujuan dan ada pula yang belum, maka yang sudah selesai oleh R diperbolehkan langsung menulis <i>draft writing</i> mereka.
12.	R membantu peserta didik yang masih belum paham.
13.	Dikarenakan waktu telah habis, maka R menutup pelajaran dengan berdo'a.
14.	R melakukan interview dengan 2 orang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

### Field note 7 (Fifth meeting)

Sabtu, 26 Januari 2013/ 07.30-09.37

1.	R datang ke sekolah pada pukul 07.30.
2.	R meminta izin kepada C untuk masuk kelas XI IPS 2.
3.	R bersama C masuk kelas XI IPS 2 pada pukul 08.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu

	dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> di rumah atau belum. Ternyata, serempak semua peserta didik menjawab “belum <i>Miss</i> ”.
6.	Selanjutnya R menyuruh peserta didik melanjutkan menulis hingga jam pelajaran selesai.
7.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis.
8.	R mengakhiri kegiatan pembelajaran pada hari itu dan menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.
9.	R melakukan <i>interview</i> dengan seorang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

### Field note 8 (Sixth meeting)

Selasa, 29 Januari 2013/ 10.20-12.00

1.	R datang ke sekolah pada pukul 10.20.
2.	R meminta izin kepada guru piket untuk masuk kelas XI IPS 2.
3.	R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.
4.	R dan peserta didik berdo’a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> atau belum. Kemudian sebagian peserta didik menjawab sudah, ada yang belum, sementara ada pula yang belum menulis sama sekali.
6.	Selanjutnya R menyuruh peserta didik yang belum mulai menulis untuk membuat <i>outline</i> , kemudian R bimbing untuk format <i>outline</i> dan juga membantu peserta didik yang kesulitan mencari <i>vocabulary</i> yang tepat untuk tulisan mereka.
7.	R menyuruh melanjutkan bagi yang belum selesai menulis <i>draft</i> , dan bagi yang sudah selesai langsung melakukan <i>self-reflection</i> .
8.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis dan mengarahkan maksud dari pertanyaan-pertanyaan pada refleksi.
9.	R mengakhiri kegiatan pembelajaran pada hari itu, mengumpulkan tulisan

	peserta didik yang telah selesai menulis <i>draft writing</i> dan <i>self-reflection</i> serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.
10.	R melakukan <i>interview</i> dengan dua peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

### Field note 9 (Seventh meeting)

Sabtu, 02 Februari 2013/ 07.50-09.45

1.	R datang ke sekolah pada pukul 07.50.
2.	R meminta izin kepada C untuk masuk kelas XI IPS 2.
3.	R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> atau belum. Kemudian sebagian peserta didik menjawab sudah, sementara ada yang belum selesai menulis, dan ada pula beberapa orang yang belum menulis sama sekali.
6.	Selanjutnya R menyuruh peserta didik yang belum selesai menulis untuk melanjutkan menulis, yang belum menulis sama sekali R menyuruh untuk mulai membuat <i>outline</i> , yang belum selesai R menyuruh melanjutkan menulis, sementara yang sudah selesai menulis R menyuruh melakukan <i>self-reflection</i> terhadap tulisan mereka.
7.	Sementara yang pada pertemuan sebelumnya telah mengumpulkan <i>draft writing</i> dan hasil tulisan telah dikoreksi oleh R, maka R memanggil satu per satu peserta didik tersebut untuk diberi <i>feedback</i> langsung atau diberitahu salahnya dimana.
8.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis seperti kesulitan mencari <i>vocabulary</i> yang tepat untuk tulisan mereka, memberi arahan yang jelas bagi yang masih kesulitan dalam membuat kalimat, mengarahkan maksud dari pertanyaan-pertanyaan pada refleksi, dan lain sebagainya. R sambil melakukan <i>interview</i> kepada beberapa peserta didik.
9.	R mengumpulkan tulisan peserta didik yang sudah selesai membuat <i>draft writing</i> untuk dikoreksi serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan



	berikutnya harus sudah jadi dan jangan lupa dibawa. Kemudian R mengakhiri kegiatan pembelajaran pada hari itu
10.	R mengucapkan terima kasih, kemudian berpamitan pulang kepada C dan peserta didik.

### Field note 10 (Eighth meeting)

Selasa, 05 Februari 2013/ 10.25-12.00

1.	R datang ke sekolah pada pukul 10.25.
2.	R meminta izin kepada guru piket untuk masuk kelas XI IPS 2.
3.	R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdoa sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R menanyakan kepada peserta didik apakah mereka telah selesai membuat <i>draft hortatory exposition text</i> beserta refleksinya atau belum. Kemudian sebagian peserta didik menjawab sudah, sementara masih ada sebagian yang belum selesai menulis.
6.	Selanjutnya R menyuruh peserta didik yang belum selesai menulis untuk melanjutkan menulis, yang belum membuat refleksi R menyuruh mulai menulis refleksi, sementara yang pada pertemuan sebelumnya telah mengumpulkan <i>draft writing</i> dan hasil tulisan telah dikoreksi oleh R, maka R memanggil satu per satu peserta didik tersebut untuk diberi <i>feedback</i> langsung atau diberitahu salahnya dimana. Selanjutnya R menyuruh peserta didik tersebut untuk melakukan revisi terhadap tulisan mereka
7.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu peserta didik yang merasa kesulitan dalam menulis seperti kesulitan mencari <i>vocabulary</i> yang tepat untuk tulisan mereka, memberi arahan yang jelas bagi yang masih kesulitan mencari ide, dan lain sebagainya.
8.	R mengumpulkan tulisan peserta didik yang sudah selesai menulis <i>draft writing</i> dan refleksi serta menyuruh peserta didik untuk melanjutkan menulis di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa. Kemudian R mengakhiri kegiatan pembelajaran pada hari itu
9.	R melakukan <i>interview</i> pada seorang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

**Field note 11 (Ninth meeting)**

Sabtu, 09 Februari 2013/ 07.15-10.00

1.	R datang ke sekolah pada pukul 07.15.
2.	R meminta izin kepada C untuk melakukan <i>an interview during the action</i> . C mengizinkan kemudian R melakukan <i>interview</i> hingga bel tanda pergantian jam berbunyi.
3.	Kemudian R dan C bersama-sama masuk ke ruang kelas XI IPS 2 pada pukul 08.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas.
4.	R dan peserta didik berdoa sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R kemudian memanggil satu per satu peserta didik yang tulisannya telah dikoreksi oleh R, mengembalikan pekerjaan mereka, lalu menyuruh mereka untuk merevisi dan membuat refleksi setelah selesai merevisi tulisan mereka. Bagi yang belum R menyuruh segera menyelesaikan <i>draft writing</i> mereka dilanjutkan dengan membuat refleksi.
6.	Beberapa peserta didik menanyakan Bahasa Inggris dari kata yang mereka tidak tahu Bahasa Inggrisnya apa seperti “Bahasa Inggrisnya penjaga perpustakaan apa <i>Miss</i> ?”, “Bagaimana caranya bilang tipe buku seperti itu terbatas.”, “Canggih thu Bahasa Inggrisnya apa <i>Miss</i> ?”, dan lain-lain.
7.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis sambil membantu menjelaskan kepada peserta didik yang merasa bingung dengan <i>feedback</i> yang telah diberikan R pada tulisan mereka, R memberi pengertian pada mereka salahnya dimana dan menyuruh merevisi setelah itu membuat refleksi.
8.	R mengumpulkan tulisan peserta didik yang sudah selesai merevisi dan membuat refleksi, kemudian R mengakhiri kegiatan pembelajaran pada hari itu.
9.	R melakukan <i>interview</i> pada dua orang peserta didik sebelum meninggalkan kelas untuk mengetahui kesulitan dan kemajuan peserta didik selama proses menulis di <i>Cycle 1</i> , kemudian R mengucapkan terima kasih lalu berpamitan pulang.

**Field note 12 (Tenth meeting)**

Selasa, 12 Februari 2013/ 10.25-12.00

1.	R datang ke sekolah pada pukul 10.25.
2.	R meminta izin kepada guru piket untuk masuk kelas XI IPS 2.
3.	R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah

	berada d ruang kelas.
4.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
5.	R memulai pelajaran dengan melakukan <i>warming-up</i> dengan cara mengajukan 5 pertanyaan yang berhubungan dengan topik yang akan dikenalkan dan menyuruh peserta didik menjawab secara lisan.
6.	R memberikan peserta didik sebuah <i>hortatory exposition text</i> berjudul "Indonesia People Should Value all the Different Cultures to Promote Unity of the Nation".
7.	R lalu memberi peserta didik 7 pertanyaan agar peserta didik lebih mengetahui fungsi sosial dari teks tersebut.
8.	R menyuruh peserta didik menjawab pertanyaan-pertanyaan tersebut secara lisan.
9.	R memberikan penjelasan atau mengulas kembali mengenai <i>simple present tense</i> serta mengingatkan kembali kepada peserta didik segala hal tentang <i>hortatory exposition text</i> untuk memantapkan pemahaman peserta didik mengenai kedua hal tersebut, berhubung masih banyak peserta didik yang melakukan kesalahan dalam membuat kalimat menggunakan <i>simple present tense</i> , dan beberapa di antara mereka masih kurang memahami organisasi dari sebuah <i>hortatory exposition text</i> .
10.	Kemudian R kembali meminta peserta didik untuk membaca teks yang telah diberikan dengan seksama, kemudian meminta mereka menjawab pertanyaan-pertanyaan yang berkaitan dengan <i>generic structures</i> dan <i>language features</i> secara lisan.
11.	Selanjutnya R menyuruh peserta didik latihan mengerjakan sebuah <i>task in groups of two</i> . Mereka diminta untuk mengidentifikasi <i>the generic structures and language features</i> dari sebuah <i>hortatory exposition text</i> yang diberikan.
12.	Setelah semua selesai mengerjakan, R bersama-sama peserta didik menjawab pertanyaan-pertanyaan dari <i>task</i> yang diberikan. Hanya sedikit peserta didik yang menanyakan beberapa hal seperti "Miss, <i>treasure</i> thu termasuk <i>abstract noun</i> ga'?", "Miss, <i>development</i> termasuk <i>abstract noun</i> khan?", etc. Salah satu di antara mereka masih ragu dalam menentukan apakah sebuah kalimat termasuk <i>passive voice</i> atau bukan, dia bertanya "Apakah <i>the treasures must be returned home...</i> benar ga', Miss?".
13.	Kemudian R mengenalkan topik yang akan mereka gunakan sebagai dasar untuk mereka menulis yaitu " <i>We Should be Proud of Our Local Culture</i> ".
14.	Selanjutnya, R menyuruh peserta didik untuk menentukan judul dan tujuan menulis, kemudian mulai menulis <i>draft</i> sebuah <i>hortatory exposition text</i> lagi yang berhubungan dengan topik " <i>We Should be Proud of Our Local</i>

	<i>Culture</i> ".
15.	R berkeliling kelas untuk memastikan semua peserta didik melakukan kegiatan <i>draft writing</i> .
16.	Berhubung waktu telah habis, R meminta peserta didik untuk melanjutkan di rumah dan membawa <i>draft writing</i> mereka pada pertemuan berikutnya. Kemudian R mengakhiri kegiatan pembelajaran pada hari itu.
17.	R mengucapkan terima kasih, kemudian berpamitan pulang.

### Field note 13 (Eleventh meeting)

Sabtu, 16 Februari 2013/ 07.45-10.00

1.	R datang ke sekolah pada pukul 07.45.
2.	Kemudian R dan C bersama-sama masuk ke ruang kelas XI IPS 2 pada pukul 08.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.
3.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
4.	R bertanya apakah peserta didik telah selesai menulis <i>draft writing</i> atau belum. Ternyata sebagian besar dari mereka belum selesai mengerjakan <i>draft writing</i> . Namun, adapula yang sudah hampir selesai.
5.	Kemudian R menyuruh peserta didik agar segera menyelesaikan <i>draft writing</i> mereka lalu dilanjutkan dengan membuat refleksi.
6.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis.
7.	R mengumpulkan <i>draft writing</i> peserta didik yang sudah selesai untuk dikoreksi, dan memastikan bahwa mereka juga telah melakukan <i>self-reflection</i> . Kemudian R mengakhiri kegiatan pembelajaran pada hari itu
8.	R mengucapkan terima kasih lalu berpamitan pulang.

### Field note 14 (Twelveth meeting)

Sabtu, 23 Februari 2013/ 06.30-10.00

1.	R datang ke sekolah pada pukul 06.30.
2.	Kemudian R dan C bersama-sama masuk ke ruang kelas XI IPS 2 pada pukul 08.00. R menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada d ruang kelas.
3.	R dan peserta didik berdo'a sebelum memulai pelajaran, R mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu

	dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran.
4.	R membagikan <i>draft writing</i> peserta didik yang telah dikoreksi dan diberi <i>feedback</i> .
5.	Kemudian R menyuruh peserta didik untuk merevisi tulisan mereka hari itu juga harus selesai.
6.	R berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan menulis.
7.	Setelah selesai merevisi tulisan mereka, R menyuruh peserta didik untuk melakukan refleksi pada revisian <i>draft</i> mereka, refleksi terhadap perkembangan menulis mereka, dan refleksi (tanggapan) mereka setelah menggunakan <i>portfolio assessment</i> untuk menilai tulisan mereka.
8.	R melakukan <i>interview</i> dengan dua orang siswa untuk mengetahui tanggapan mereka tentang <i>portfolio assessment</i> setelah mereka menggunakannya sebagai salah satu teknik dalam menilai tulisan mereka.
9.	R mengucapkan terima kasih yang sebesar-besarnya atas bantuan peserta didik selama R melakukan penelitian, kemudian R berpamitan pulang.
10.	R melakukan <i>interview terhadap C d</i> kantor.
11.	R mengucapkan terima kasih atas bantuan <i>collaborator</i> selama R melakukan penelitian, lalu R berpamitan pulang.

### Field note 15

Rabu, 27 Februari 2013/ 09.30-11.00

1.	R menemui Kepala Sekolah di ruang Kepala Sekolah.
2.	R mengucapkan terima kasih karena Kepala Sekolah telah memberikan izin untuk melakukan penelitian di sekolah tersebut.
3.	R kemudian berpamitan kepada Kepala Sekolah.
4.	R berpamitan pada guru di ruang guru.
5.	R meminta surat pernyataan telah melakukan penelitian di ruang TU dan berpamitan pada para staf TU.

# APPENDIX C

## INTERVIEW GUIDELINES

### Interview Guidelines

**~ An interview with the students before the action.**

1. Menurut adik, mengapa adik harus belajar menulis (*writing*)?
2. Apakah adik senang dengan pelajaran menulis? Mengapa?
3. Apakah adik mempunyai motivasi dalam menulis? Seberapa besar motivasi adik dalam menulis?
4. Apakah adik sudah percaya diri pada saat menulis?
5. Bagaimana metode pembelajaran menulis yang sering dilakukan guru adik di kelas?
6. Apakah adik merasa kemampuan menulis adik sudah baik?
7. Apakah adik sering mengalami kesulitan dalam menulis?
8. Kesulitan-kesulitan apa yang sering adik-adik temui ketika menulis?
9. Lantas bagaimana cara adik-adik mengatasi kesulitan-kesulitan tersebut?
10. Apakah adik-adik membuat banyak kesalahan dalam menulis?
11. Kesalahan apa yang sering terjadi pada tulisan adik; *content*, *organisation*, *vocabulary*, *language use (grammar)* atau *mechanics (spelling, punctuation, capitalisation, paragraphing)*?
12. Apakah *vocabulary* yang adik miliki saat ini sudah cukup untuk bekal menulis?
13. Apa yang adik lakukan jika terjadi kesalahan pada *grammar*?
14. Apakah adik mengharapkan adanya *feedback* yang terus-menerus baik dari guru maupun teman terhadap hasil tulisan adik?
15. Apakah adik pernah melakukan refleksi terhadap tulisan adik sendiri?
16. Apakah adik pernah melakukan *peer-review*? Seberapa sering?
17. Apakah adik pernah mendengar tentang *portfolio assessment* atau apakah guru adik pernah mengajar menulis dengan cara mengumpulkan semua hasil tulisan adik mulai dari *draft* awal sampai tulisan adik selesai disertai refleksi setelah adik menulis?
18. Maukah adik kakak bantu proses menulisnya dengan menggunakan *portfolio assessment* agar lebih terstruktur?

19. Apakah adik bersedia mengikuti setiap *step*nya?
20. Apa harapan adik setelah mengikuti pembelajaran menggunakan *portfolio assessment*?

**~ An interview with the English teacher before the action.**

1. Seberapa penting menurut bapak mengajar peserta didik agar bisa terampil menulis dalam Bahasa Inggris? Mengapa?
2. Bagaimana minat anak didik itu sendiri dalam menulis Pak, apakah mereka senang ketika disuruh menulis atau banyak yang mengeluh?
3. Bagaimana kemampuan menulis anak-anak saat ini pak, apakah sudah sesuai harapan?
4. Bagaimana motivasi peserta didik bapak dalam menulis Pak, sudah tinggi atau masih rendah?
5. Apakah mereka sudah percaya diri dalam menulis Pak?
6. Bagaimana cara bapak mengajar *writing* di kelas?
7. Apakah bapak punya banyak waktu untuk mengasah kemampuan anak didik bapak dalam menulis?
8. Seberapa sering peserta didik bapak suruh menulis?
9. Aktivitas-aktivitas apa saja yang biasa dilakukan peserta didik dalam pelajaran *writing* di kelas?
10. Kesulitan/hambatan apa saja yang sering bapak temui saat mengajar *writing*?
11. Bagaimana cara bapak mengatasi hambatan tersebut?
12. Apakah peserta didik sering membuat kesalahan dalam menulis?
13. Kesalahan-kesalahan dalam hal apa saja yang sering bapak temui dalam tulisan mereka?
14. Apakah sebagian besar peserta didik bapak sudah memahami *grammar* atau *language use* apa yang harus dipakai ketika akan menulis?
15. Langkah apa yang bapak ambil jika bapak menemui kesalahan pada *content*, *organisation*, dan *mechanics* pada tulisan mereka?
16. Langkah apa yang bapak ambil ketika peserta didik menemui kesulitan dalam menulis karena *vocabulary* mereka terbatas?



17. Apakah bapak sudah pernah mengevaluasi hasil tulisan mereka dengan menggunakan *portfolio assessment*? Mengapa?
18. Teknik apa yang bapak terapkan untuk mengevaluasi tulisan peserta didik?
19. Apa yang bapak lakukan dalam memberikan *feedback* terhadap tulisan mereka?
20. Apakah bapak langsung membetulkan kesalahan dalam tulisan murid?
21. Setelah memberikan *feedback*, apakah bapak masih memberikan kesempatan kepada para peserta didik untuk memperbaiki tulisan mereka sebelum dinilai?
22. Apakah bapak pernah melakukan *peer-review* dalam pembelajaran *writing*? Mengapa?
23. Apakah bapak pernah menyuruh peserta didik menulis *self-reflection* terhadap tulisan mereka? Mengapa?
24. Menurut bapak, publikasi terhadap hasil karya peserta didik penting atau tidak? Mengapa?
25. Bagaimanakah menurut bapak jika saya ingin mengajar *writing* dengan menggunakan *portfolio assessment* sebagai upaya untuk meningkatkan kemampuan menulis peserta didik?

**~ An interview with the students after the action.**

1. Apakah adik tertarik dengan pelajaran *writing* melalui *portfolio assessment*?  
Mengapa?
2. Apakah sekarang adik benar-benar mengerti *portfolio assessment* itu apa?
3. Apakah adik lebih *enjoy* dalam menulis menggunakan *portfolio assessment*?  
Mengapa?
4. Menurut adik, apakah pembelajaran *writing* melalui *portfolio assessment* yang diberikan membuat adik lebih termotivasi untuk meningkatkan kemampuan menulis adik?
5. Apakah adik merasa lebih percaya diri dalam menulis sekarang?
6. Apakah adik menginginkan lebih sering lagi berlatih menulis dalam Bahasa Inggris?
7. Apa manfaat *self-reflection* yang adik rasakan?
8. Apakah pemberian *feedback* yang diberikan oleh guru membuat adik mengerti kelebihan dan kelemahan adik dalam menulis?
9. Apakah *feedback* yang diberikan membuat adik termotivasi untuk meningkatkan kemampuan menulis adik?
10. Kesulitan apa saja yang masih adik hadapi ketika menulis?
11. Apakah langkah-langkah menulis yang dijelaskan kakak selama ini sudah jelas dan dapat dilakukan dengan baik?
12. Apakah menulis dengan mengikuti langkah-langkah yang kakak instruksikan dapat membantu adik dalam menulis?
13. Apakah kegiatan pembelajaran menulis menggunakan *portfolio assessment* dapat meningkatkan kemampuan menulis adik?
14. Menurut adik, lebih mudah mana belajar menulis dengan kegiatan pembelajaran menggunakan *portfolio assessment* atau dengan kegiatan pembelajaran seperti biasanya?
15. Apa harapan adik untuk pelajaran *writing* selanjutnya?
16. Apakah nilai adik dalam pelajaran *writing* setelah menggunakan *portfolio assessment* meningkat?

**~ An interview with the English teacher after the action.**

1. Menurut bapak, apakah langkah-langkah dalam kegiatan menulis melalui *portfolio assessment* yang saya lakukan sudah berjalan dengan baik dan sesuai dengan rencana awal?
2. Menurut bapak, apakah pembelajaran writing menggunakan *portfolio assessment* yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?
3. Apakah bapak merasakan jumlah kesalahan peserta didik dalam hal *content*, *organization*, *vocabulary*, *language use (grammar)*, dan *mechanics* semakin berkurang setelah menggunakan *portfolio assessment*?
4. Apakah bapak juga merasakan jika peserta didik lebih percaya diri dalam menulis melalui *portfolio assessment*?
5. Melalui *portfolio assessment*, apakah bapak dapat melihat adanya pertumbuhan atau peningkatan tingkat *proficiency*, prestasi jangka panjang, dan pencapaian yang signifikan pada peserta didik dari waktu ke waktu?
6. Menurut bapak manakah yang lebih efektif menilai hasil tulisan siswa secara langsung atau melalui tahapan-tahapan seperti dalam *portfolio assessment*?
7. Menurut bapak, apakah dengan adanya *self-reflection* aktifitas di kelas terasa berbeda dan lebih menyenangkan atau lebih membosankan?
8. Menurut bapak, apakah *feedback* yang diberikan oleh guru dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam menulis?
9. Menurut bapak, apakah dengan adanya kegiatan pembelajaran menggunakan *portfolio assessment* dapat meningkatkan kemampuan menulis peserta didik?
10. Apakah nilai peserta didik dalam *writing* meningkat setelah menggunakan *portfolio assessment* Pak?
11. Apa harapan bapak untuk pelajaran *writing* selanjutnya?
12. Apakah bapak akan meneruskan mengajar *writing* dengan menggunakan *portfolio assessment* seperti yang telah saya lakukan?

# APPENDIX D

## INTERVIEW TRANSCRIPTS

## INTERVIEW TRANSCRIPTS

D: Date, T: Time, P: Place, Rp: Respondent, R: Researcher, C: Collaborator,  
S: Student.

No.	Source/Date/Place	Interview Transcript
1.	D : January, 8 <sup>th</sup> 2013. (Preliminary Class Observation) T : 12.17 WIB. P : Class XI IPS 2 Rp : S (Vena, Bimo, Acha, Fitri)	R: "Oya namanya siapa dulu?" S1: "Vena." S2: "Bimo." S3: "Acha." S4: "Fitri." R: "Adik suka ga pelajaran menulis dek?" S4: "Tapi menulisnya Bahasa Indonesia apa Bahasa Inggris?" R: "Bahasa Inggris." R: "Kalau pelajaran menulis thu menurut adik-adik thu membosankan atau menyenangkan?" S4: "Membosankan kalau Bahasa Inggris, menyenangkan kalau Bahasa Indonesia." R: "Sukanya menulis apa sich dek?" S4: "Puisi." R: "Terus kalau nulis gitu biasanya kesulitan apa yang ditemui?" S2: " <i>Verb</i> yang pertama, <i>verb</i> kedua." R: "Jadi masalah <i>tense</i> ?" S2: "Iya." R: "Terus suka bingung ga milih kata-kata gitu?" S2: "Ya sedikit bingung." R: "Lalu selama ini cara ngajarnya pak guru gimana dek?" S2: "Kalau Pak Pri kita baru ngerasain." R: "Baru berapa minggu?" S2&S3: "Satu bulan setengah." S2: "Tapi kalau sama Pak Pri <i>enjoy</i> , menyenangkan, ga' menegangkan, juga ga' membosankan." R: "Klw guru sebelumnya gimana dek?" S2,S3&S4: "Tidur, bosan, monoton kasih <i>vocab</i> terus." (mereka menjawab bergantian.) R: "Kalian pernah dengar <i>portfolio assessment</i> ga'?" S: "Ga' mbak." (S1, S2, S3, & S4 menjawab bersamaan) R: "Nanti mbak mau mengajar dengan teknik itu, hampir sama sich dengan caranya Pak Pri cuma bedanya nanti ada refleksinya, adik-adik harus menulis refleksi setelah selesai menulis, kekurangan dan peningkatan kemampuan adik-adik"

		<p>ditulis.”</p> <p>S2: “Oh jadi kayak evaluasi?”</p> <p>R: “Iya.” “Adik-adik senang ga’ kalau hasil menulis kalian dipublikasikan, misalnya dibukukan atau ditaruh di majalah sekolah begitu?”</p> <p>S2&amp;S3: “Ga’ begitu suka mbak.” “Yo suka tapi ga’ terlalu <i>excited</i> mbak.” “Mungkin kalau Fitri suka.” (Bimo dan Acha menjawab bergantian.)</p> <p>R: “Nanti ada <i>peer-review</i>nya juga dek, kalian pernah ga’ <i>peer-review</i>?”</p> <p>S1,S2&amp;S4: “Ga’ mbak, apa itu?” (Vena, Bimo, dan Fitri menjawab bersamaan.)</p> <p>R: “Jadi nanti kalian duduk <i>in pairs</i>, lalu kalian saling mengoreksi tulisan teman gitu.”</p> <p>S2,S3&amp;S4: “Oh begitu, okay mbak.” (Bimo, Acha, dan Fitri menjawab bersamaan.)</p> <p>R: “Ya semoga nanti kemampuan menulis adik-adik meningkat ya setelah tahu <i>portfolio assessment</i>.”</p> <p>S3: “Iya mbak, amin.”</p> <p>R: “Okay, makasih ya dek dah mau ngobrol-ngobrol.”</p> <p>S: “Iya mbak.” (S1, S2, S3, &amp; S4)</p>
2.	<p>D : January, 08<sup>th</sup> 2013. (An interview before the action with collaborator)</p> <p>T : 12.05 WIB.</p> <p>P : In the teachers’ room</p> <p>Rp : C ( Pak Priyadi Nugroho)</p>	<p>R: “Menurut bapak seberapa penting mengajar peserta didik agar bisa terampil menulis khususnya Bahasa Inggris?”</p> <p>C: “Kalau menurut saya memang sangat penting, karena salah satu bukti ketercapaian kemampuan atau <i>skill writing</i> ya kita melihat dari hasil dari tulisan atau karangan siswa.” “Semakin baik suatu karangan dan kita bisa melihat prosesnya secara langsung ini membuktikan bahwa proses pembelajaran berhasil.” “Jadi kita lebih melihat kepada proses.” “Prosesnya yang lebih diutamakan, kemudian kita lihat hasilnya, jika nanti hasilnya kurang memuaskan kita bisa memberikan <i>input</i>.” “Mana yang salah bisa kemudian kita minta siswa untuk memperbaiki.”</p> <p>R: “Bagaimana minat anak didik itu sendiri untuk menulis pak, apakah mereka senang ketika bapak suruh menulis atau banyak yang mengeluh?”</p> <p>C: “Secara umum masih banyak yang mengeluh terlebih karena kesulitan untuk mencari ide.” “Paling sulit disitu, terkadang jika kita memberikan waktu yang kurang, mungkin kalau hanya dalam 1 kali pertemuan tidak cukup.” “Untuk mencari ide saja harus 1x pertemuan</p>

		<p>kemudian untuk mengembangkannya dilanjutkan dipertemuan berikutnya.”</p> <p>R: “Iya pak memang butuh waktu panjang ya pak untuk menulis.” “Menurut bapak kemampuan menulis anak-anak saat ini sudah sesuai harapan belum pak?”</p> <p>C: “Variatif ya, jadi tidak seluruhnya baik, ada yang sudah cukup, ada beberapa yang masih perlu dibenahi lagi, terutama pada penggunaan kosakata yang tepat, kemudian juga pada <i>grammar</i>nya sendiri.” “Kadang masih campur aduk.”</p> <p>R: “Kalau motivasi mereka sudah tinggi belum pak?”</p> <p>C: “Kalau itu tergantung kita sendiri, tergantung guru.” “Kita mencari mungkin tema atau topik yang menarik atau <i>up to date</i>.” “Kita mencari tema yang pas buat siswa biasanya memancing minat mereka.” “Tapi umpama terlalu monoton, atau sudah jadul atau terlalu umum mungkin mereka tidak mau menulis.”</p> <p>R: “Mereka sudah percaya diri belum pak dalam menulis?”</p> <p>C: “Kebanyakan belum, lebih mereka merasa takut membuat kesalahan.” “Terutama di dalam tata bahasanya tadi, kemudian kosakatanya, mereka masih merasa ketakutan.” “Misalnya mereka bertanya “Boleh ga’ pak kalau kami menulis menggunakan pensil?”, itu sebenarnya salah satu indikasi kalau mereka tidak yakin, percaya dirinya belum muncul.”</p> <p>R: “Baik pak, maaf pak bagaimana cara bapak mengajar <i>writing</i> di kelas?”</p> <p>C: “Di awal saya memberikan pengetahuan dasarnya, kemudian tentang <i>language features</i> apa yang harus diketahui, kemudian saya memberikan ada contoh teksnya.” “Mereka saya minta untuk menganalisa mana bagian-bagian yang ada <i>language features</i>nya, <i>generic structure</i>nya, misalnya di <i>narrative</i> itu ada masalahnya di mana, setelah 2 atau 3 kali pertemuan lalu kita suruh membuat itupun 1 paragraph dulu ga’ langsung, kemudian saya membiasakan untuk membuat di kelas, saya tidak pernah membuat PR, karena yang saya tekankan adalah melihat prosesnya.”</p> <p>R: “Apakah bapak punya banyak waktu untuk mengasah kemampuan anak didik bapak dalam menulis?”</p>
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	<p>C: “Hmm... sebetulnya bisa saja ya dengan berlatih di kelas, kemudian misalnya ada siswa yang memang kemampuan menulisnya sudah bagus kita mengencourage untuk memasukkan ke dalam <i>blog</i>.”</p> <p>R: “Seberapa sering bapak suruh menulis?”</p> <p>C: “Cukup sering, terutama semester 2 ini khan lebih banyak mengulang semester 1, jadi saya tidak perlu memberikan banyak penjelasan tentang teorinya, paling saya hanya mengingatkan di awal, jadi mereka sambil jalan karena saya sudah memberikan teorinya.”</p> <p>R: “Aktifitas apa saja yang biasa dilakukan peserta didik saat menulis pak?”</p> <p>C: “Sebetulnya kalau dalam menulis mereka lebih banyak berbicaranya.” “Ya bisa dikatakan seperti mereka <i>sharing</i> ya.” “Seperti mereka mencari ide, bertanya kepada teman-temannya.” “Seperti mereka ingin mencari mana yang bagus, mana yang pas buat dia.”</p> <p>R: “Kesulitan apa saja yang sering bapak temui saat mengajar <i>writing</i> khususnya?”</p> <p>C: “Yang paling utama motivasi, itu jelas.” “Terutama bagi siswa yang tidak terbiasa menulis atau mungkin yang rasa percaya dirinya masih rendah, ya itu permasalahan utama di situ, kemudian keterbatasan kosakata yang mereka miliki, terutama dalam perubahan kata kerja itu terbatas, itu yang membuat mereka sering berbuat kesalahan sehingga mereka sering sekali merasa minder.”</p> <p>R: “Lantas bagaimana cara bapak mengatasi masalah-masalah tersebut?”</p> <p>C: “Kalau saya tetap memaksa mereka menulis, entah mereka nanti membuat kesalahan dalam menulis ya saya bilang ke mereka, “Ini kamu salahmu di sini,” saya memang memberikan pembenahan langsung, dan saya meminta mereka menulis tangan daripada ketikan, karena kalau ketikan sudah masuk <i>google</i>, atau <i>copy paste</i>.” “Kalau tulisan tangan kita bisa melihat prosesnya ya.” “Kesalahan dimana yang paling banyak, kita tegur langsung.” “Jadi saya koreksi di tempat.”</p> <p>R: “Kesalahan-kesalahan apa saja yang sering bapak temui dalam <i>writing</i> mereka?”</p> <p>C: “Jadi kosakata, <i>spelling</i>, dan perubahan kata kerja itu yang paling sering saya temui.”</p>
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		<p>R: “Apakah sebagian besar anak didik bapak sudah memahami <i>grammar</i> atau <i>language use</i> yang harus dipakai ketika akan menulis?”</p> <p>C: “Kalau sebagian besar belum, mungkin baru dikit ya.”</p> <p>R: “Kalau ada kesalahan pada <i>content</i>, <i>mechanics</i> dan <i>organisation</i> langkah apa yang bapak ambil untuk membenarkan mereka?”</p> <p>C: “Saya memberitahu langsung.” “Kalau pada <i>content</i> saya memberitahu tujuannya seperti apa yang saya inginkan, saya meminta mereka untuk membuat ulang jika terdapat banyak kesalahan.”</p> <p>R: “Langkah apa yang bapak ambil jika peserta didik menemui kesulitan menulis karena <i>vocabulary</i> mereka terbatas?”</p> <p>C: “Saya <i>encourage</i> mereka untuk aktif bertanya selain melatih kemampuan saya untuk mengingat.”</p> <p>R: “Apakah bapak sudah pernah mengevaluasi hasil tulisan peserta didik menggunakan <i>portfolio assessment</i>?”</p> <p>C: “Hmm...belum pernah mbak.”</p> <p>R: “Kalau untuk <i>self-reflection</i>nya sudah belum pak, semisal mereka membuat refleksi terhadap tulisan mereka sendiri.”</p> <p>C: “Hmm...sementara ini belum.”</p> <p>R: “Teknik apa yang bapak terapkan untuk mengevaluasi tulisan peserta didik?”</p> <p>C: “Memberikan penilaian langsung.”</p> <p>R: “Apa yang bapak lakukan dalam memberikan <i>feedback</i> terhadap tulisan mereka?”</p> <p>C: “Saya langsung menuliskan perbaikannya di kertas tempat mereka menulis, lalu saya panggil dan menjelaskan kamu kesalahannya di sini dan di sini begitu.”</p> <p>R: “Setelah memberikan <i>feedback</i>, apakah bapak masih memberikan kesempatan kepada peserta didik untuk memperbaiki tulisan mereka sebelum dinilai?”</p> <p>C: “O iya terutama untuk mereka yang membuat banyak kesalahan, tapi kalau tidak ya sudah saya langsung nilai saja.”</p> <p>R: “Kalau <i>peer-review</i> pernah ga’ bapak terapkan dalam pembelajaran writing?”</p> <p>C: “Sementara ini belum mbak, karena saya juga merasa mereka belum terlalu bisa, ya mungkin untuk beberapa kelas bisa, tapi kebetulan untuk</p>
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		<p>kelas XI IPS 2 ini belum bisa.”</p> <p>R: “Menurut bapak publikasi terhadap hasil karya mereka itu penting ga’ pak?”</p> <p>C: “Penting, jika memang saya anggap karyanya itu menarik kemudian patut ditunjukkan kepada orang lain, seperti saya suruh masukkan di <i>blog</i>.” “Ya itu bisa memotivasi.”</p> <p>R: “Biasanya bapak fasilitasi atau mereka sendiri?”</p> <p>C: “O, sebenarnya saya tidak memfasilitasi.” “Ya biasanya saya mengencourage mereka, dengan berkata, “Oh karyamu nie bagus, coba dimasukkan ke <i>blog</i>”.”</p> <p>R: “Terakhir pak, bagaimana menurut bapak jika saya ingin mengajar <i>writing</i> dengan menggunakan <i>portfolio assessment</i> sebagai upaya untuk meningkatkan kemampuan menulis peserta didik?”</p> <p>C: “Ya kita coba saja mbak, kalau selama ini saya lihat mereka memang butuh banyak latihan.” “Karena kalau belum kita coba kita tidak tahu sebuah cara itu efektif atau ga’.”</p> <p>R: “Baik pak, terima kasih atas waktunya.” “Permisi pak.”</p> <p>C: “Iya-iya.”</p>
3.	<p>D : January, 12<sup>th</sup> 2013. (An interview before the action)</p> <p>T : 09.34 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Retno dan Nia)</p>	<p>R: “Okay maaf ini dengan dek siapa?”</p> <p>S1: “Dengan Retno Widiastuti.”</p> <p>R: “Satunya dek siapa?”</p> <p>S2: “Kurnia Fajar Ramadhani.”</p> <p>R: “Menurut adik mengapa adik harus belajar menulis (<i>writing</i>), dalam Bahasa Inggris khususnya ya.”</p> <p>S1: “Kalau saya salah satu pelajaran, saya ingin masuk ke jurusan komunikasi jadi menurut saya belajar <i>writing</i> itu penting.”</p> <p>R: “Kalau dek Nia?”</p> <p>S2: “Kalau menurut saya ya yang penting juga khan kita belajar nulis yang benar.”</p> <p>R: “Apakah adik juga senang dengan pelajaran menulis?”</p> <p>S1 &amp; S2: “Senang.”</p> <p>R: “Apakah adik mempunyai motivasi atau niat yang besar dalam menulis?”</p> <p>S1: “Hmm...Iya mbak.”</p> <p>R: “Motivasinya seberapa besar, maksudnya punya niat yang gede untuk menulis, apa hanya setengah hati?”</p> <p>S1: “Kalau saya besar, karena saya juga nulis di tabloid.”</p>

	<p>R: "Kalau dek Nia?"</p> <p>S2: "Hmm... kalau saya sie ga' begitu tertarik ya, cuma senang menulis suka tapi ga ada motivasi kayak ingin jadi jurnalis begitu."</p> <p>R: "Apakah adik sudah percaya diri pada saat menulis?"</p> <p>S1: "Lumayan."</p> <p>R: "Kalau dek Nia?"</p> <p>S2: "Belum <i>Miss</i>, karena <i>vocab</i> saya masih sedikit."</p> <p>R: "Bagaimana metode pembelajaran <i>writing</i> yang sering dilakukan guru adik di kelas?"</p> <p>S1: "Biasanya langsung, jadi misalnya kita dikasih tema, terus nanti dikumpulkan terus nanti dikoreksi."</p> <p>R: "Ga pakai langkah-langkah seperti <i>drafting</i>, <i>editing</i> lalu <i>revising</i> begitu dek?"</p> <p>S1: "Ga, langsung."</p> <p>R: "Apakah adik merasa kemampuan menulis adik sudah baik?"</p> <p>S1&amp;S2: "Biasa aja kalau dalam Bahasa Inggris."</p> <p>R: "Sering mengalami kesulitan dalam menulis?"</p> <p>S1&amp;S2: "Iya sering."</p> <p>R: "Kesulitan apa saja itu dek?"</p> <p>S1: "Terutama <i>vocab</i> sama <i>grammarnya</i>."</p> <p>R: "Kalau dek Nia?"</p> <p>S2: "Sama sich sama."</p> <p>R: "Kalau kesulitan dalam <i>organisation</i> dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis atau <i>mechanics</i> dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf gitu?"</p> <p>S1 &amp; S2: "Ga."</p> <p>R: "Terus gimana cara mengatasinya selama ini?"</p> <p>S1: "Sering-sering nulis."</p> <p>R: "Apakah adik membuat banyak kesalahan dalam menulis?"</p> <p>S1: "Ya lumayan banyak <i>Miss</i>."</p> <p>R: "Misalnya apa?" "Mungkin <i>content</i> dari segi isi, <i>organisation</i> dari segi penyusunan paragraph sesuai dengan jenis teks yang ditulis, <i>vocabulary</i>, <i>language use (grammar)</i> atau <i>mechanics</i> dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?"</p> <p>S1&amp;S2: "Oh itu mbak <i>grammarnya</i>."</p> <p>R: "Kalau <i>vocabnya</i> sendiri udah cukup belum?"</p> <p>S1&amp;S2: "Ya cukup."</p>
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		<p>R: "Apa yang adik lakukan jika terjadi kesalahan pada <i>grammar</i>?"</p> <p>S1: "Belajar lagi, tanya pak guru juga."</p> <p>R: "Kalau tanya teman?"</p> <p>S1: "Iya juga."</p> <p>R: "Apakah adik mengharapkan adanya <i>feedback</i>?"</p> <p>S1 &amp; S2: "<i>Feedback</i> thu apa mbak?"</p> <p>R: "<i>Feedback</i> thu kayak umpan balik yang terus menerus dari guru dan teman-teman jika adik membuat kesalahan dalam tulisan adik."</p> <p>S1 &amp; S2: "Iya."</p> <p>R: "Pernah melakukan refleksi ga dalam menulis?"</p> <p>S2: "Refleksi thu apa?"</p> <p>R: "Misalnya kenapa saya memilih tema ini? Kelemahan saya dimana? Apa yang perlu saya tingkatkan?"</p> <p>S1: "Belum."</p> <p>R: "Pernah melakukan <i>peer-review</i> ga'?"</p> <p>S1: "Pernah." "Dengan teman-teman."</p> <p>R: "Pernah dengar <i>portfolio assessment</i> ga'?"</p> <p>S1: "Belum."</p> <p>R: "Jadi <i>portfolio assessment</i> thu mengumpulkan semua tugas dari awal sampai akhir disertai dengan refleksi."</p> <p>S1: "O belum pernah kayak gitu mbak ngumpulin tugas dari awal sampai akhir ga pernah ada refleksi juga."</p> <p>R: "Adik-adik mau ga mbak bantu proses menulisnya dengan <i>portfolio assessment</i>?"</p> <p>S1&amp;S2: "Mau-mau."</p> <p>R: "Apakah adik bersedia mengikuti <i>step-stepnya</i>?"</p> <p>S1 &amp; S2: "Iya."</p> <p>R: "Lalu, apa harapan adik setelah mengikuti <i>portfolio assessment</i>?"</p> <p>S1: "Ya lebih meningkatkan kemampuan menulis, <i>grammarnya</i> lebih baik lagi."</p> <p>R: "Okay, makasih ya dek atas waktunya."</p> <p>S1&amp;S2: "Sama-sama mbak."</p>
4.	<p>D : January, 12<sup>th</sup> 2013. (An interview before the action)</p> <p>T : 09.43 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Farhah dan Ryzki)</p>	<p>R: "Maaf, namanya siapa dek?"</p> <p>S1: "Nama saya Farhah Mubarakah."</p> <p>S2: "Nama saya Ryzki Amalia."</p> <p>R: "Menurut adik mengapa adik harus belajar menulis?"</p> <p>S1: "Karena dengan menulis semua biasa ketuang, misalnya ide-ide, cerita, angan-angan, mimpi-mimpi."</p>

		<p>R: "Apakah adik senang menulis?"</p> <p>S1: "Tergantung <i>mood</i> mbak."</p> <p>R: "Kalau dek Ryzki?"</p> <p>S2: "Kalau menurut saya nulis itu juga belajar karena kita berusaha nuangin apa yang ada di pikiran kita."</p> <p>R: "Kalau nulis (<i>writing</i>) dalam Bahasa Inggris senang ga'?"</p> <p>S1: "Ya tergantung motivasinya nya sich. Kalau saya lagi termotivasi untuk lancar <i>writing</i>nya ya udah pasti senang apalagi, kalau gurunya juga njelasinnya pelan-pelan."</p> <p>R: "Kalau motivasinya gede ga?"</p> <p>S1: "Ya itu tadi kalau lagi niat ya pingin menulis tapi kalau lagi malas ga ada motivasinya sama sekali."</p> <p>R: "Adik sendiri sudah percaya diri belum dalam menulis?"</p> <p>S1: "Belum begitu."</p> <p>R: "Metode mengajar menulis yang biasa pak guru terapkan di kelas bagaimana selama ini?"</p> <p>S1: "Kalau Pak Pri kita baca paragraf, dijelaskan <i>grammarnya</i> dulu baru disuruh nulis."</p> <p>R: "Apakah adik merasa kemampuan menulis adik sudah baik?"</p> <p>S1 &amp; S2: "Saya belum."</p> <p>R: "Apakah adik merasa kesulitan dalam menulis?"</p> <p>S1 &amp; S2: "Terkadang ya."</p> <p>R: "Kesulitan apa saja misalnya?"</p> <p>S1: "Kadang-kadang pas nulis <i>blank</i> di tengah jalan." "Idenya ga' keluar."</p> <p>R: "Kira-kira kesalahan apa saja yang sering terjadi pada tulisan adik?" "Misalnya <i>content</i> dari segi isi, <i>organisation</i> dari segi penyusunan paragraf sesuai dengan jenis teks yang ditulis, <i>vocabulary</i>, <i>language use (grammar)</i> atau <i>mechanics</i> dari segi ejaan, tanda baca, huruf besar kecil dan menyusun paragraf?"</p> <p>S1: "<i>Vocab</i> dan <i>grammar</i>."</p> <p>R: "<i>Vocab</i> yang adik miliki saat ini sudah cukup belum kira-kira untuk bekal menulis?"</p> <p>S1: "Belum."</p> <p>S2: "Sangat kurang."</p> <p>R: "Bagaimana cara adik mengatasinya?"</p> <p>S2: "Misalnya dari lagu, kita cari liriknya lalu cari artinya." "Cerita juga kalau kita belum tahu apa</p>
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		<p>artinya itu kita lihat kamus.”</p> <p>S1: “Ya dari lagu atau tulisan.”</p> <p>R: “Kalau pada <i>grammar</i> gimana cara ngatasinya?”</p> <p>S1: “Kalau aku pribadi nyobain soal-soal ntar dilihat dari paragrafnya ini <i>grammar</i> yang dipakai apa?”</p> <p>R: “Dek Ryzki juga sama?”</p> <p>S2: “Iya.”</p> <p>R: “Sering tanya teman-teman ga’?”</p> <p>S1: “Iya, misalnya ini gimana dah benar atau belum?”</p> <p>“Tolong dong di <i>check</i>.”</p> <p>R: “Apakah adik mengharapkan adanya <i>feedback</i>?”</p> <p>S1 &amp; S2: “<i>Feedback</i> thu apa?”</p> <p>R: “<i>Feedback</i> thu umpan balik, misalnya adik melakukan kesalahan lalu diberitahu dan disuruh memperbaiki, jadi guru dan teman bekerja sama.”</p> <p>S1: “Iya yg penting penyampaianya enak seperti membimbing kita.”</p> <p>R: “Adik pernah melakukan <i>peer-review</i> atau mengoreksi pekerjaan teman satu sama lain ga’?”</p> <p>S1: “Kalau saya <i>direview</i> iya tapi kalau <i>mereview</i> belum pernah.”</p> <p>R: “Kalau dek Ryzki?”</p> <p>S2: “Belum.”</p> <p>R: “Pernah dengar <i>portfolio assessment</i>?”</p> <p>S1 &amp; S2: “Belum.”</p> <p>R: “Iya jadi semua tugas dari awal sampai akhir kita <i>record</i>. Mulai dari <i>drafting</i>, <i>editing</i>, <i>revising</i> baru dikumpul.”</p> <p>R: “Mau ga’ <i>Miss Petet</i> bantu proses menulisnya menggunakan <i>portfolio assessment</i>?”</p> <p>S2: “Iya mau, ya nanti dijelaskan dulu bagaimana caranya.”</p> <p>R: “Bersedia mengikuti semua <i>stepnya</i>?”</p> <p>S1 &amp; S2: “Iya siap.”</p> <p>R: “Apa harapan adik setelah mengikuti pembelajaran <i>writing</i> menggunakan <i>portfolio assessment</i>?”</p> <p>S1: “Lebih maju aja maksudnya kita lebih mengerti cara menulis yang benar dengan <i>portfolio assessment</i>.”</p> <p>S2: “Kita juga lebih paham <i>grammar</i>, <i>Miss</i>.”</p> <p>R: “Terimakasih ya dek atas waktunya.”</p> <p>S1 &amp; S2: “Iya.”</p>
5.	<p>D : January, 19<sup>th</sup> 2013.</p> <p>(An interview during the action)</p> <p>T : 09.41 WIB.</p>	<p>R: “Permisi dek, maaf ya <i>Miss Petet</i> mengganggu.”</p> <p>“Maaf ini dengan dek siapa?”</p> <p>S: “Iya, iya gapapa.” “Ardiansyah Budi Pratama.”</p> <p>R: “Okay.” “Dek gimana tentang pelajaran yang tadi</p>

	<p>P : Class XI IPS 2 Rp : S (Ardiansyah Budi Pratama)</p>	<p>sudah mengerti belum?” S: “Ya sudah sedikit-sedikit mbak.” R: “Kesulitannya dimana dek?” S: “Ya cuma karena kelas ini kurang kondusif aja khan.” R: “Iya bener.” “Kalau adik sendiri yang sulit di bagian apa?” S: “Itu yang mengubah dari kalimat aktif menjadi kalimat pasif.” “Itu yang masih belum mengerti.” R: “Kesulitannya pas dimananya?” “Memindahkan objek menjadi subjek? atau menentukan <i>to be</i> yang benar? atau merubah kata kerja? atau pada saat mengganti subjek yang di kalimat aktif menjadi objek di kalimat pasif?” S: “Pada saat menentukan <i>verbnya</i> Miss, ga hafal V<sub>3</sub>.” R: “Oh iya itu kuncinya adik harus tahu V<sub>3</sub>, jadi setelah subjek, <i>to be</i> yang sesuai dengan subjek itu, lalu <i>verb</i> 3 nya, terakhir objek yang tadinya subjek pada kalimat aktif. Ada lagi kesulitan yang lain?” S: “Itu mbak yang pake <i>do</i> atau <i>does</i>.” R: “Oh itu adik tinggal lihat subjeknya saja.” “Kalau subjeknya <i>he, she</i>, dan <i>it</i> adik pakai <i>does</i> tapi kalau subjeknya selain itu (<i>I, you, we, they</i>) adik pakainya <i>do</i>.” “Sudah itu saja dek?” S: “Iya mbak, sudah mengerti sekarang.” R: “Baik, makasih ya dek atas waktunya.” “Silahkan dilanjutkan bacanya.” S: “Iya mbak sama-sama makasih juga.”</p>
6.	<p>D : January, 19<sup>th</sup> 2013. (An interview during the action) T : 09.44 WIB. P : Class XI IPS 2 Rp : S (Kurnia Fajar Ramadhani)</p>	<p>R: “Maaf dek Miss Petet ganggu bentar ya.” S: “Iya Miss gapapa.” R: “Dengan dek siapa maaf lupa lagi.” S: “Kurnia Fajar Ramadhani.” R: “Tadi ada kesulitan dimana dek?” S: “Tadi khan kelasnya ga’ kondusif, terus kalau pelajaran yang tadi faktor internalnya dari diri aku sendiri kata kerja aktif jadi pasif memang sulit buat aku.” R: “Oh yang tadi itu, jadi setelah subjek pilih <i>to be</i> yang sesuai dengan subjek itu (<i>am, is</i>, atau <i>are</i>), lalu <i>verb</i> nya, diganti <i>verb</i> 3, terakhir jadikan objek yang tadinya subjek pada kalimat aktif. Misalnya <i>he</i> jadi <i>him</i>, <i>she</i> jadi <i>her</i>, dan selanjutnya.” “Ada lagi kesulitan yang lain?” S: “Ga’.” R: “Ya nanti kalau ada kesulitan bisa tanya Miss Petet ya.”</p>

		<p>S: "Iya <i>Miss</i>."</p> <p>R: "Okay, makasih ya dek atas waktunya."</p> <p>S: "Sama-sama <i>Miss</i>."</p>
7.	<p>D : January, 22<sup>nd</sup> 2013. (An interview during the action)</p> <p>T : 12.11 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Ardiansyah Budi Pratama dan Bimo Prasetya)</p>	<p>R: "Permisi dek Ardi, kita ngobrol-ngobrol lagi ya sebentar."</p> <p>S1: "Iya mbak."</p> <p>R: "Kemarin yang pelajaran tentang <i>language features</i> yang terdapat pada <i>hortatory exposition texts</i> udah paham belum?"</p> <p>S1: "Baru dikit-dikit sich."</p> <p>R: "Tentang apanya dek yang belum paham?"</p> <p>S1: "Yang <i>abstract nouns</i> mbak."</p> <p>R: "Oh itu kata benda yang ga' terlihat secara kasat mata." "Kalau yang <i>present tense</i> sama <i>passive voice</i> udah paham belum?"</p> <p>S1: "Udah <i>Miss</i>, cuma kita yang masih kurang thu <i>vocabularynya</i>, masih miskin." "Tapi kalau <i>present tense</i> sama <i>passive voice</i> kita udah tahu aturan-aturannya."</p> <p>R: "Kalau tentang <i>generic structures</i> gimana dek udah paham?"</p> <p>S1: "Udah lumayan <i>Miss</i>."</p> <p>R: "Hmm.... coba <i>Miss</i> Petet mau dengar, coba sebutkan <i>generic structures</i> di dalam <i>hortatory exposition texts</i> thu ada apa aja?"</p> <p>S1: "Yang pertama <i>thesis</i>, yang kedua <i>argument</i>, dan yang ketiga <i>suggestion</i>."</p> <p>R: "Kalau tujuannya dari <i>hortatory exposition text</i> untuk apa dek, masih ingat ga?"</p> <p>S1: "Hmm (sambil mengingat-ingat)." "Hmm itu ya <i>Miss</i> kalau ga salah untuk mengungkapkan argumen-argumen kita terhadap suatu masalah atau hal, mendukung atau menolak, selanjutnya di akhir paragraf diberi saran atau <i>suggestion</i>."</p> <p>R: "Iya bener banget, thu bisa." "Berati kamu sudah mengerti ya?" masih ingat ga?"</p> <p>S1: "Sudah <i>Miss</i>."</p> <p>R: "Oh ini ada Bimo, Bimo sini ngobrol-ngobrol sebentar dek."</p> <p>S2: "Iya gimana mbak?"</p> <p>R: "Bimo masih ingat ga yang pelajaran kemarin tentang <i>generic structures</i> dari <i>hortatory exposition texts</i>?" "Coba sebutkan."</p> <p>S2: "Hmm...(sambil mengingat-ingat)." "<i>Generic structure</i>nya itu... yang pertama <i>thesis</i>, terus <i>arguments</i>, terakhir ada <i>suggestion</i>."</p>



		<p>R: "Iya bener itu."</p> <p>R: "Kalau tujuan dari <i>hortatory exposition texts</i> apa dek</p> <p>S2: "O itu <i>Miss</i> untuk mengungkapkan argumen, pemikiran, atau pendapat kita <i>miss</i> terus diakhir diberi saran."</p> <p>R: "Kalau <i>language features</i>nya ada yang belum dipahami tidak?"</p> <p>S2: "Ada <i>Miss</i> tentang <i>abstract nouns</i>."</p> <p>R: "O iya itu kata benda yang tidak bisa dilihat secara kasat mata dek." "Ada lagi?"</p> <p>S2: "Ga' <i>Miss</i>."</p> <p>R: "Okay makasih ya semua, dek Bimo sama dek Ardi."</p>
8.	<p>D : January, 26<sup>th</sup> 2013. (An interview during the action)</p> <p>T : WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Dwi Nugroho Tejo Wibowo)</p>	<p>S: "Iya, sama-sama <i>Miss</i> (menjawab bersamaan)."</p> <p>R: "Permisi dek, dengan dek siapa nie?"</p> <p>S: "Bowo."</p> <p>R: "Nama lengkap?"</p> <p>S: "Dwi Nugroho Tejo Wibowo."</p> <p>R: "Okay dek Bowo, yang <i>Miss</i> Petet suruh tadi membuat <i>draft writing</i>, masih ada yang belum ngerti?"</p> <p>S: "Sedikit."</p> <p>R: "Yang mana dek?"</p> <p>S: "Kalau saya kosakata Bahasa Inggrisnya yang sedikit <i>Miss</i> sama <i>simple present tensenya</i> kadang lupa aturannya." "Kalau mau buat <i>passive voice</i> jg bingung <i>Miss</i>."</p> <p>R: "Mungkin perlu bawa kamus dek untuk bantu cari <i>vocabnya</i> yang tepat. Oh ya kalau adik sendiri kesulitan dalam menulis sendiri itu apa?"</p> <p>S: "Ya masalah kosakata-kosakata itu yang kurang, kalau menulis dalam Bahasa Indonesianya sendiri ngerti tapi mau dibuat ke Bahasa Inggrisnya ga ngerti <i>Miss</i>."</p> <p>R: "Jadi itu yang membuat ga jalan-jalan ya dek." "Tapi kalau ide sendiri sebenarnya ada dek?"</p> <p>S: "Ada mbak."</p> <p>R: "Kalau arah teksnya nanti bagaimana ngerti?"</p> <p>S: "Ngerti tapi ngerakai-ngerangkai katanya <i>Miss</i> yang susah."</p> <p>R: "Iya dek satu-satunya cara ya harus sering menulis." "Nanti akan lebih terbiasa dan <i>sensitive</i> kalau berbuat kesalahan dalam menulis."</p> <p>S: "Iya mbak."</p> <p>R: "Okay dek makasih ya." "Maaf dah ganggu."</p>

		S: "Iya mbak mari."
9.	<p>D : January, 29<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 11.32 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S1 (Agista Sovia Paramadina) dan S2 (Purnamaningtyas Kusuma Dewi)</p>	<p>R: "Permisi dek Agist sama dek Tyas, kita ngobrol-ngobrol bentar ya."</p> <p>S1: "Oh iya <i>Miss</i>."</p> <p>R: "Kalian kesulitannya dimana kalau dalam menulis yang kalian alami?"</p> <p>S1: "Ga' tahu arti Bahasa Inggrisnya <i>Miss</i>."</p> <p>S2: "<i>Grammar Miss</i>." "Kadang lupa <i>Miss</i> kurang <i>s/es</i> di <i>verbnya</i>"</p> <p>R: "Pas <i>Miss</i> Petet suruh nulis kalian ga' nulis-nulis thu karena apa dek?"</p> <p>S1: "Bingung. Terlebih lagi karena banyak yang belum jadi kita juga santai saja <i>Miss</i>."</p> <p>R: "Dengan penjelasan <i>Miss</i> Petet tadi yang di suruh membuat <i>outline</i> dulu paham ga'?"</p> <p>S2: "Paham kalau privat <i>Miss</i>. Kalau pas bareng-bareng kurang paham <i>Miss</i>."</p> <p>R: "Iya dek, kalau ada kesulitan tanya <i>Miss</i> Petet ya jangan malu."</p> <p>R: "Kalau dek Tyas nulis yang lain bisa?"</p> <p>S2: "Dah bisa <i>Miss</i> dikit-dikit." "Kalau ini baru jadi masih bingung <i>Miss</i>."</p> <p>R: "Kalau di rumah idenya muncul ga dek pada?"</p> <p>S1: "Kadang-kadang sich <i>Miss</i>."</p> <p>R: "Kalau dek Tyas?"</p> <p>S2: "Sama <i>Miss</i> kadang-kadang tergantung situasi."</p> <p>R: "Okay dech dek dilanjutkan lagi nulisnya." "Makasih ya."</p> <p>S1 &amp; S2: "Iya <i>Miss</i>."</p>
10.	<p>D : February, 02<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 08.45 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Rahma Candra Bayu Nugroho)</p>	<p>R: "Maaf dek ganggu."</p> <p>S: "Iya <i>Miss</i> gapapa."</p> <p>R: "Oke, dek Bayu, dek Bayu bingung ga' dengan <i>feedback</i> yang <i>Miss</i> Petet kasih?"</p> <p>S: "Lumayan bingung <i>Miss</i>."</p> <p>R: "Dek Bayu banyak salah di bagian mana?"</p> <p>S: "Itu <i>Miss</i> cara penulisannya banyak yang digaris bawah."</p> <p>R: "Oh <i>spellingnya</i>?"</p> <p>S: "Iya <i>Miss</i>."</p>
11.	<p>D : February, 02<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 09.12 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Farchah Mubarakah)</p>	<p>R: "Maaf ganggu bentar dek."</p> <p>S: "Iya <i>Miss</i>."</p> <p>R: "Dek Farchah dah ngerti belum salahnya dimana?"</p> <p>S: "Baru sedikit <i>Miss</i>."</p> <p>R: "Jadi masih sedikit bingung ya?"</p> <p>S: "Iya."</p> <p>R: "Coba tunjukkan sama <i>Miss</i> Petet yang mana yang</p>

		<p>masih bingung?”</p> <p>S: “Iya, ini lho <i>Miss</i> kok <i>verbnya</i> kebanyakan digarisbawahi kenapa?”</p> <p>R: “Oh ini khan ada <i>preposition</i> sebelum <i>verb</i>, jadi <i>verbnya</i> harus di tambah <i>-ing</i>”. “Setiap ada <i>preposition</i> sebelum <i>verb</i> itu kata kerjanya harus menjadi <i>v-ing</i>.” “Gimana dah paham dek?”</p> <p>S: “Oh, gitu tho.” “Paham <i>Miss</i>.” “Makasih ya <i>Miss</i>.”</p> <p>R: “Iya.”</p>
12.	<p>D : February, 05<sup>th</sup> 2013. (An interview during the action) T : 11.45 WIB. P : Class XI IPS 2 Rp : S (Hammam Aulia)</p>	<p>R: “Maaf dek ganggu bentar.”</p> <p>S: “Iya <i>Miss</i> gimana?”</p> <p>R: “Tadi yang <i>Miss</i> Petet kasih <i>feedback</i> banyak salah dimana?”</p> <p>S: “Yang ini lho <i>miss</i> (sambil memperlihatkan tulisannya) <i>the students of SMA N 4 Yogyakarta is interest to come to school.</i></p> <p>R: “Oh <i>grammarnya</i> ya dek.” “Harusnya apa thu coba?”</p> <p>S: “Hmm... <i>are miss</i>.”</p> <p>R: “Ya itu baru bener dek.”</p>
13.	<p>D : February, 05<sup>th</sup> 2013. (An interview during the action) T : 11.45 WIB. P : Class XI IPS 2 Rp : S (Bimo Prasetya)</p>	<p>R: “Permisi dek, dek Bimo paham ga salahnya dimana?”</p> <p>S: “Agak paham.”</p> <p>R: “Agak paham atau masih bingung?”</p> <p>S: “Ya masih agak bingung sebagian.”</p> <p>R: “Yang mana coba tunjukkan!”</p> <p>S: “Yang ini <i>miss, the finally effect not go up class.</i>”</p> <p>R: “Jadi yang bener gimana dek kira-kira?”</p> <p>S: “Hmm...bingung <i>Miss</i> ga tahu.”</p> <p>R: “Oh itu bisa dibuat begini <i>they finally cannot continue to the next level.</i>”</p> <p>S: “O ya makasih <i>Miss</i>.”</p> <p>R: “Oke dek. Lanjutkan.”</p>
14.	<p>D : February, 09<sup>th</sup> 2013. (An interview during the action) T : 07.24 WIB. P : In the guests’ room. Rp : C ( Pak Priyadi Nugroho)</p>	<p>R: “Permisi pak, maaf mengganggu, saya pingin wawancara bapak sebentar bisa pak?”</p> <p>C: “Oh ya silahkan mbak, di ruang tunggu tamu saja ya.”</p> <p>R: “Baik pak terima kasih.” “Begini pak saya mau tanya-tanya tentang proses yang selama ini telah berjalan.” “Menurut bapak apakah sudah berjalan dengan baik?”</p> <p>C: “Hmm, baik... ini sedikit masukan mbak ya mungkin dari <i>classroom managementnya</i> masih kurang.” “Ya jadi kalau saya bilang itu terbilang wajar karena anda bukan guru, jadi kemungkinan kurang diperhatikan itu bisa terjadi.” “Jadi tinggal</p>

		<p>bagaimana cara penyampaiannya.” “Jadi kita sebisa mungkin bicara jelas dan keras, ditambah lagi dengan situasi kelas yang tidak kondusif jadi kalau suara kurang keras dan jelas anak-anak menjadi tidak <i>respect</i>.” “Jadi memang perlu dilatih dan ditambah percaya dirinya.” “Dari segi media juga masih kurang interaktif kalau menurut saya, mungkin perlu ditambah animasi.”</p> <p>R: “Iya baik pak.”</p> <p>C: “Kemudian dari segi penanganan sudah bagus.”</p> <p>R: “Kalau menurut bapak selama ini khan kita memakai <i>portfolio assessment</i>, menurut bapak apakah bisa meningkatkan kemampuan menulis peserta didik?”</p> <p>C: “Kalau menurut saya, kalau untuk di portofolionya iya sangat membantu apalagi memang kita keliling juga ya jadi sangat membantu.” “Tapi memang portofolio itu akan sangat bermanfaat ketika gurunya juga ada di kelas.” “Jadi kita mengamati prosesnya, itu akan lebih efektif.”</p> <p>R: “Iya pak, lalu untuk <i>feedback</i>nya sendiri lebih bagus mana <i>direct feedback</i> atau <i>indirect feedback</i>?”</p> <p>C: “Kalau menurut saya itu ada plus minusnya ya mbak.” “<i>Direct</i> sampai ke siswa langsung.” “Kalau <i>indirect</i> itu untuk mengingatkan kesalahan siswa apalagi kalau jumlah siswanya banyak, <i>but if I have much time I prefer to use direct feedback</i>, jadi langsung menuliskan pembedarannya pada tulisan siswa.” “Jadi mereka akan lebih mengingat dibandingkan kita hanya suruh membetulkan lagi tanpa diberi tahu salahnya dimana.”</p> <p>R: “Aspek apa menurut bapak untuk saat ini dan untuk selanjutnya perlu diperbaiki, khususnya untuk <i>writing</i>?”</p> <p>C: “Ya mungkin untuk <i>vocab</i>nya ya mbak anak-anak masih kesulitan mencari <i>vocab</i> yang tepat.”</p> <p>R: “Lalu bagaimana caranya menurut bapak agar anak-anak lebih termotivasi untuk menulis?”</p> <p>C: “Ya jadi kita harus memberi pengetahuan dulu tentang teks yang sedang kita ajarkan lalu beri topik yang <i>up to date</i> dan menarik.” “Bila perlu beri mereka kesempatan untuk mencari artikel sendiri sebanyak mungkin.”</p> <p>R: “Okay pak baik, saya rasa sudah cukup.” “Terima kasih ya pak.”</p>
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		<p>C: "Iya sama-sama mbak, silahkan masuk kelas duluan nanti saya menyusul."</p> <p>R: "Baik pak, permisi pak."</p>
15.	<p>D : February, 09<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 09.35 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Fitri Nur Haryati)</p>	<p>R: "Gimana dek perasaanmu menulis dengan menggunakan <i>portfolio assessment</i>?"</p> <p>S: "Senang mbak." "Ya ada perkembangan mbak, jadi tahu caranya khan mulai dari membuat <i>draft</i> sampai jadi sebuah teks."</p> <p>R: "Terbantu ga' dengan <i>feedback</i> dari Miss Petet?"</p> <p>S: "Iya Miss jadi tahu dimana salahnya." "Apalagi ini baru pertama kali nulis <i>step by step</i>." "Mikir dari awal menentukan judul, membuat tujuan, sampai akhirnya menjadi sebuah <i>essay</i>."</p> <p>R: "Kalau untuk refleksinya sendiri gimana ada manfaatnya ga?"</p> <p>S: "Ya jadi lebih tahu aja Miss kelemahan saya dimana dan juga apa yang sudah bagus."</p> <p>R: "Terus dari <i>feedback</i> yang Miss Petet kasih paling banyak salahnya dimana dek?"</p> <p>S: "<i>Grammar</i>nya Miss."</p> <p>R: "Misalnya gimana?"</p> <p>S: "Ini Miss (sambil memperlihatkan tulisannya), <i>if the building do not</i> take care....."</p> <p>R: "Oh iya, itu harusnya apa hayo?"</p> <p>S: "<i>does not miss</i>."</p> <p>R: "Sip. Itu baru benar." "Okedeh, makasih dek."</p> <p>S: "Iya Miss."</p>
16.	<p>D : February, 09<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 09.44 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Diyah Isnaini Lanti)</p>	<p>R: "Permisi dek, maaf ganggu ya."</p> <p>S: "Iya Miss, kenapa?"</p> <p>R: "Mau tanya <i>feedback</i> yang Miss petet kasih di <i>draft</i> tadi banyak salah dimananya dek?"</p> <p>S: "<i>Grammar</i> Miss."</p> <p>R: "Coba yang mana dek?"</p> <p>S: "Ini khan Miss (sambil memperlihatkan tulisannya) <i>the government are not really care.....</i>"</p> <p>R: "Harusnya gimana itu?"</p> <p>S: "<i>The government does not really care....</i>"</p> <p>R: "Ya bener." "Ayo dilanjutkan lagi benerinnya."</p> <p>S: "Iya Miss."</p>
17.	<p>D : February, 09<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 10.07 WIB.</p> <p>P : In the teacher's room</p> <p>Rp : C (Pak Priyadi)</p>	<p>R: "Menurut Bapak, bagaimana dengan <i>feedback</i> yang saya berikan terhadap tulisan siswa?"</p> <p>C: "<i>Feedback</i>nya sih cukup jelas mbak cuma anak-anak pada saat harus merevisi sendiri banyak yang masih kebingungan untuk mengganti dengan kata-kata atau kalimat yang benar atau lebih tepat walaupun tadi sudah dipanggil satu per satu dan</p>

	Nugroho)	<p>dijelaskan.”</p> <p>R: “Jadi masih bingung ya Pak mereka kelihatannya?”</p> <p>C: “Iya mbak.” “Mungkin karena mereka juga <i>vocabnya</i> kurang dan malas ngecek di kamus.”</p> <p>R: “Iya Pak memang benar saya tidak pernah melihat mereka buka kamus bahkan jika ditanya mereka tidak membawa kamus.” “Menurut bapak apakah <i>feedback</i> yang saya berikan sangat membantu peserta didik untuk lebih hati-hati dalam menulis Pak?”</p> <p>C: “Iya membantu sich mbak tapi perlu dibimbing dalam pembetulannya karena kebanyakan dari mereka masih belum tahu bagaimana cara membetulkan kesalahannya.”</p> <p>R: “Lalu bagaimana dengan refleksi-refleksi yang saya suruh Pak, menurut bapak ada gunanya ga?”</p> <p>C: “Iya mbak saya lihat anak-anak jadi mengkoreksi diri mereka kurangnya dimana dan perubahan sikapnya mulai kelihatan.”</p> <p>R: “Perubahan sikap seperti apa yang bapak lihat?”</p> <p>C: “Ya mereka lebih rajin selain itu juga mulai hati-hati dalam menulis, karena melalui pertanyaan-pertanyaan itu secara tidak langsung mereka seperti diingatkan.”</p> <p>R: “Baik Pak, permisi, terima kasih Pak.”</p>
18.	<p>D : February, 12<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 11.30 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Hammam Aulia)</p>	<p>R: “Permisi dek <i>Miss</i> Petet mau tanya.”</p> <p>S: “Iya <i>Miss</i> gimana?”</p> <p>R: “Dek tadi kan udah dijelasin lagi tentang <i>generic structures</i> dan <i>language features</i> dari <i>hortatory exposition text</i>.” “Sekarang udah lebih paham ga?”</p> <p>S: “Ya lebih paham <i>Miss</i>.” “Jadi ingat lagi.</p> <p>R: “Oke makasih dek.”</p>
19.	<p>D : February, 12<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 11.42 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Ardhi Cahya Ramdhan)</p>	<p>R: “Maaf ganggu bentar dek <i>Miss</i> Petet mau tanya-tanya lagi, tadi kan udah dijelasin lagi tentang <i>generic structures</i> dan <i>language features</i> dari <i>hortatory exposition text</i>.” “Sekarang udah lebih paham ga dek?”</p> <p>S: “Udah <i>Miss</i>.”</p> <p>R: “Coba sebutin <i>generic structuresnya</i>.”</p> <p>S: “<i>Thesis, arguments, sama suggestion</i>.”</p> <p>R: “Kalau <i>language featuresnya</i> sendiri masih ada yang bingung?”</p> <p>S: “Udah ga’ <i>Miss</i>.”</p> <p>R: “Oke makasih dek.”</p> <p>S: “Iya <i>Miss</i>.”</p>

20.	<p>D : February, 16<sup>th</sup> 2013. (An interview during the action)</p> <p>T : 08.47 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : C (Pak Priyadi Nugroho)</p>	<p>R: "Permisi, Pak." "Maaf pak saya pingin ngobrol-ngobrol sebentar dengan bapak bisa Pak?"</p> <p>C: "Oya mbak silahkan. Gimana-gimana?"</p> <p>R: "Gini Pak, menurut Bapak, siswa sekarang sudah lebih paham belum tentang <i>generic structures</i> dan <i>language features</i> dari <i>hortatory exposition text</i>?"</p> <p>C: "Ya dari hasil apa yang dikerjakan dari pertemuan yang kemarin dan pertemuan yang sekarang, anak sudah lebih bagus dalam membuat paragraph. Tidak seperti pada <i>Cycle 1</i> ada beberapa siswa yang menulis tidak dengan urutan yang tidak tepat. Di <i>Cycle 1</i> khan ada yang <i>suggestion</i> ditaruh ditengah, padahal belum <i>ending</i>."</p> <p>R: "Lalu dengan penguasaan <i>language features</i>nya sendiri bagaimana Pak?"</p> <p>C: "Ya saya lihat kemampuan menulis mereka sudah mengalami peningkatan ya, mereka semakin mahir menulis dengan <i>simple present tense</i> begitu juga dengan <i>passive voicenya</i> mereka banyak yang memakai itu dalam membuat kalimat." "Juga dari latihan kemarin saya lihat rata-rata sudah menjawab dengan benar."</p> <p>R: "Baik Pak, terimakasih Pak atas waktunya."</p> <p>C: "Iya, sama-sama mbak."</p>
21.	<p>D : February, 23<sup>rd</sup> 2013. (An interview after the action)</p> <p>T : 08.12 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Ryzki Amelia)</p>	<p>R: "Permisi dek Ryzki, <i>Miss Petet</i> mau tanya-tanya lagi boleh?"</p> <p>S: "Boleh <i>Miss</i>." "Gimana <i>Miss</i>?"</p> <p>R: "Apakah adik tertarik dengan pelajaran <i>writing</i> menggunakan <i>portfolio assessment</i>?" "Mengapa?"</p> <p>S: "Iya tertarik karena khan baru pertama kali juga, lebih membantu juga." "Daripada kita ga tahu apa-apa langsung tiba-tiba disuruh menulis sama guru." "Jadi dengan <i>portfolio assessment</i> ada prosesnya."</p> <p>R: "Apakah sekarang adik benar-benar mengerti tentang <i>portfolio assessment</i>?"</p> <p>S: "Iya kalau <i>portfolio assessment</i>nya sendiri lumayan ngerti sich, jadi tahu kita harus ngapain dulu, bagaimana prosesnya."</p> <p>R: "Kalau <i>reflection</i>nya manfaat apa yang adik rasakan?"</p> <p>S: "Ya jadi lebih tahu, bantu ke kita sendiri juga jadi tahu belum bisa apa aja."</p> <p>R: "Kalau <i>feedback</i> yang kemarin <i>Miss Petet</i> kasih membantu ga'?"</p> <p>S: "Iya membantu jadi tahu kekurangannya dimana karena kalau koreksi sendiri jadi males <i>Miss</i>."</p>

	<p>R: "Berarti lebih <i>enjoy</i> ya dek dalam menulis?"</p> <p>S: "Iya <i>Miss</i>."</p> <p>R: "Apakah sekarang adik lebih termotivasi untuk meningkatkan kemampuan menulis adik setelah tahu <i>portfolio assessment</i>?"</p> <p>S: "Iya pastinya daripada yang dulu saya lebih minat untuk menulis sekarang."</p> <p>R: "Lebih percaya diri ga'?"</p> <p>S: "Ya jadi pingin nyoba aja."</p> <p>R: "Apakah adik ingin lebih sering lagi berlatih menulis dalam Bahasa Inggris?"</p> <p>S: "Ya pingin tapi kadang-kadang ya itu susah nemuin <i>vocab</i> yang tepat jadi bikin males dech."</p> <p>R: "Kalau <i>self-reflection</i>nya sendiri apa manfaat yang adik rasakan?"</p> <p>S: "Ya jadi lebih tahu kekurangan diri sendiri terus berusaha lebih baik lagi."</p> <p>R: "Kalau <i>peer-review</i>nya kemarin kok <i>Miss</i> Petet suruh ga' mau?" "Yang lainnya juga begitu."</p> <p>S: "Iya karena aku takut aku sendiri aja masih salah-salah."</p> <p>R: "Jadi selama ini ga' mendapat <i>feedback</i> dari teman juga?"</p> <p>S: "Ya paling cuma tanya <i>vocab</i>nya apa."</p> <p>R: "Kalau <i>feedback</i>nya sendiri membuat adik termotivasi ga'?"</p> <p>S: "Iya, kalau misalnya kita tanya <i>Miss</i> Petet jawab jadi semangat lagi buat nulis." "Kalau sendirian khan kalau udah ga' bisa ga' dikasih tahu ya udah jadi males." "Apalagi di rumah ga' ada yang bantu."</p> <p>R: "Kesulitan apa yang masih adik hadapi saat ini yang paling pokok?"</p> <p>S: "<i>Grammar</i> sama <i>vocab</i>, <i>Miss</i>."</p> <p>R: "Apakah langkah-langkah menulis yang dijelaskan <i>Miss</i> Petet sudah jelas dan dapat dilakukan dengan baik?"</p> <p>S: "Iya, selalu melakukan <i>Miss</i>."</p> <p>R: "Menurut adik, apakah kegiatan menulis menggunakan <i>portfolio assessment</i> dapat meningkatkan kemampuan menulis adik?"</p> <p>S: "Ya saya rasa nambah <i>Miss</i>."</p> <p>R: "Menurut adik lebih mudah mana belajar menulis dengan menggunakan <i>portfolio assessment</i> atau dengan kegiatan belajar seperti biasanya?"</p> <p>S: "<i>Portfolio assessment</i> sich menurut saya lebih</p>
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		<p>gampang ya soalnya kita khan nulis dari awal kerangkanya jadi kalau dengan <i>portfolio assessment</i> thu jadi inget lagi mau nulis apa.”</p> <p>R: “Harapan adik untuk pelajaran <i>writing</i> selanjutnya apa?”</p> <p>S: “Ya lebih menarik lagi biar siswa juga senang dalam belajar.”</p> <p>R: “Apakah nilai adik dalam pelajaran <i>writing</i> setelah menggunakan <i>portfolio assessment</i> meningkat?”</p> <p>S: “Ya harapannya meningkat ya <i>Miss</i>.” “Ya harusnya memang meningkat karena udah sering latihan.”</p> <p>R: “Okay terima kasih dek.”</p> <p>S: “Sama-sama <i>Miss</i>.”</p>
22.	<p>D : February, 23<sup>th</sup> 2013. (An interview after the action)</p> <p>T : 08.51 WIB.</p> <p>P : Class XI IPS 2</p> <p>Rp : S (Made Lanang Ray W.)</p>	<p>R: “Maaf dek, boleh <i>Miss Petet</i> ganggu bentar pingin tanya-tanya lagi.”</p> <p>S: “Silahkan <i>Miss</i>.”</p> <p>R: “Apakah adik lebih tertarik dengan pelajaran <i>writing</i> menggunakan <i>portfolio assessment</i>?” dan “Mengapa?”</p> <p>S: “Iya <i>Miss</i>.” “Karena <i>portfolio assessment</i> itu lebih detail.”</p> <p>R: “Apakah sekarang adik benar-benar mengerti tentang <i>portfolio assessment</i>?”</p> <p>S: “Iya <i>Miss</i>.”</p> <p>R: “Apakah adik lebih <i>enjoy</i> dalam menulis?”</p> <p>S: “Iya.”</p> <p>R: “Apakah sekarang adik lebih termotivasi untuk meningkatkan kemampuan menulis adik setelah tahu <i>portfolio assessment</i>?”</p> <p>S: “Iya karena ada perkembangan jadinya senang menulis.”</p> <p>R: “Lebih percaya diri ga’?”</p> <p>S: “Kalau percaya diri sich belum terlalu ya perlu dimantapkan lagi <i>Miss</i>.”</p> <p>R: “Apakah adik ingin lebih sering lagi berlatih menulis dalam Bahasa Inggris?”</p> <p>S: “Iya.”</p> <p>R: “Apa manfaat <i>self-reflection</i> yang adik rasakan?”</p> <p>S: “Yang terutama thu mengetahui kekurangan diri.” “Dengan menulis <i>self-reflection</i> nanti bakal terpikir gimana solusinya.”</p> <p>R: “Kenapa kemarin saat <i>Miss Petet</i> menyuruh mereview tulisan teman merasa kesulitan, bahkan ga’ ada yang mau, kenapa?”</p> <p>S: “Ya khan baru pertama kali juga <i>Miss</i> jadinya ya takut salah.”</p>

		<p>R: "Apakah kemampuan menulis adik lebih meningkat sekarang?"</p> <p>S: "Iya." "Yang saya rasakan ada peningkatan."</p> <p>R: "Kesulitan apa yang masih adik hadapi?"</p> <p>S: "Ya <i>vocab-vocab</i> yang sulit-sulit <i>Miss</i>."</p> <p>R: "Langkah-langkah menulis yang dijelaskan <i>Miss</i> Petet sudah jelas dan dapat dilakukan dengan baik khan?"</p> <p>S: "Sudah."</p> <p>R: "Apakah membantu adik dalam menulis?"</p> <p>S: "Iya."</p> <p>R: "Menurut adik, apakah kegiatan menulis menggunakan <i>portfolio assessment</i> dapat meningkatkan kemampuan menulis adik?"</p> <p>S: "Jelas, tapi lebih bagus lagi kalau sering dilakukan."</p> <p>R: "Menurut adik lebih mudah mana belajar menulis dengan menggunakan <i>portfolio assessment</i> atau dengan kegiatan belajar seperti biasanya?"</p> <p>S: "Lebih enak pakai <i>portfolio assessment</i>, <i>Miss</i>."</p> <p>R: "Harapan adik untuk pelajaran <i>writing</i> selanjutnya apa?"</p> <p>S: "Ya mestinya apa yang ada di pikiran bisa ditulis dalam Bahasa Inggris."</p> <p>R: "Apakah nilai adik dalam pelajaran <i>writing</i> setelah menggunakan <i>portfolio assessment</i> meningkat?"</p> <p>S: "Semoga, <i>Miss</i>."</p> <p>R: "Amin."</p>
23.	<p>D : February, 23<sup>th</sup> 2013. (An interview after the action)</p> <p>T : 09.48 WIB.</p> <p>P : In the library</p> <p>Rp : C (Pak Priyadi Nugroho)</p>	<p>R: "Permisi pak, mau tanya-tanya lagi nie pak."</p> <p>C: "Iya mbak silahkan."</p> <p>R: "Menurut bapak, apakah langkah-langkah dalam kegiatan menulis dengan menggunakan <i>portfolio assessment</i> yang saya lakukan sudah berjalan dengan baik dan sesuai dengan rencana awal?"</p> <p>C: "Hmm, menurut pendapat saya sudah baik, hanya mungkin perlu lebih untuk medianya lagi." "Benar kita sudah melakukan portofolio, itu hanya sebagai lembar kerjanya saja." "Tapi untuk penjelasannya masih perlu ditambah." "Yaitu tentang apa yang akan peserta didik lakukan dengan lembar kerja tersebut." "Jadi saat mengerjakan mereka tidak banyak pertanyaan."</p> <p>R: "Menurut bapak, apakah pembelajaran <i>writing</i> menggunakan <i>portfolio assessment</i> yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan menulisnya?"</p>

		<p>C: “Iya mbak mereka lebih termotivasi tapi kalau terlalu lama dan terus-menerus akan bosan apalagi dengan jenis teks yang sama.” “Mungkin bisa dengan cara mereka membawakan di depan kelas, semacam presentasi.”</p> <p>R: “Apakah bapak merasakan jumlah kesalahan peserta didik dalam hal <i>content</i>, <i>grammar</i>, <i>vocabulary</i>, <i>mechanics</i>, dan <i>organisation</i> semakin berkurang setelah menggunakan <i>portfolio assessment</i>?”</p> <p>C: “Saya kira iya karena otomatis mereka terus menerus menulis minimalnya mereka mengurangi kesalahan-kesalahan ya dulunya sering mereka lakukan, minimal mereka sekarang lebih bisa mengantisipasi jadi mereka tidak melakukan kesalahan yang sama.”</p> <p>R: “Pak maaf, jika ditinjau satu per satu nie bagaimana pendapat bapak...”</p> <p>R: “Menurut Bapak, ada tidak peningkatan dari segi <i>content</i> atau isinya dari tulisan peserta didik?”</p> <p>C: “Ya ada, saya lihat tulisannya semakin panjang dan pembahasan dari kalimat utamanya semakin detail.”</p> <p>R: “Lalu kalau dari segi <i>organisation</i>nya Pak?”</p> <p>C: “Ya ada, ya seperti saya pernah katakan kebanyakan dari mereka sudah menulis berdasarkan <i>generic structure</i> yang diajarkan dengan tepat, artinya mereka menulis secara urut.”</p> <p>R: “Lalu kalau dari segi <i>vocabulary</i>nya Pak, apakah ada peningkatan?”</p> <p>C: “Ya di <i>feedback</i>nya kan ada, tidak harus menggunakan ini itu, jadi otomatis ya dia jadi tahu dan ada peningkatan.”</p> <p>R: “Lalu dari <i>language use</i> atau <i>grammar</i>nya, apakah ada peningkatan?”</p> <p>C: “Ada peningkatan.”</p> <p>R: “Apakah peserta didik jadi lebih paham tentang <i>simple present tense</i>?”</p> <p>C: “Iya, dari yang dituliskan itu penggunaan kata kerjanya dan kesesuaian dengan subjeknya sudah banyak yang benar.”</p> <p>R: “Lalu ada peningkatan tidak Pak dari segi <i>mechanics</i>nya?”</p> <p>C: “Iya ada, kalau <i>mechanics</i>nya rata-rata baik.”</p> <p>R: “Apakah bapak juga merasakan jika peserta didik lebih percaya diri dalam menulis melalui <i>portfolio</i>”</p>
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		<p><i>assessment?</i>”</p> <p>C: “Sebagian besar iya, memang terutama yang memang dari awal serius terlihat sekali peningkatannya, hasilnya.”</p> <p>R: “Melalui <i>portfolio assessment</i>, apakah bapak dapat melihat adanya pertumbuhan atau peningkatan tingkat <i>proficiency</i> prestasi jangka panjang, dan pencapaian yang signifikan pada peserta didik dari waktu ke waktu?”</p> <p>C: “Kalau untuk sampai kapan tidak bisa dijamin.” “Sekarang bisa dikatakan jauh lebih baik daripada kemarin.”</p> <p>R: “Menurut bapak manakah yang lebih efektif menilai hasil tulisan siswa secara langsung atau melalui tahapan-tahapan seperti dalam <i>portfolio assessment?</i>”</p> <p>C: “Kalau saya lebih cenderung yang secara proses atau portofolio karena kalau hanya secara langsung bisa saja itu bukan miliknya dia, ada kemungkinan dia melihat hasil karya orang.” “Kalau secara proses, jadi dari awal kita bisa melihat oh ini siswa A dari awal proses menulisnya semakin membaik, membaik, membaik jadi diperkirakan dia paham apa yang kita mau.” “Kalau dievaluasi langsung kita tidak akan tahu apalagi kalau mereka nulisnya di rumah.”</p> <p>R: “Menurut bapak, apakah dengan adanya <i>self-reflection</i> aktivitas di kelas teras berbeda dan lebih menyenangkan atau lebih membosankan?”</p> <p>C: “Kalau bicara situational iya beda jadi lebih membaik.”</p> <p>R: “Menurut bapak, apakah <i>feedback</i> yang diberikan oleh guru dalam hal ini saya sebagai <i>researcher</i> dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam menulis?”</p> <p>C: “Iya sangat.”</p> <p>R: “Bagaimana peningkatan nilai siswa di <i>Cycle 2</i> ini Pak?”</p> <p>C: “Secara umum nilainya bagus. Ada peningkatan dari hasil akhirnya dibandingkan tulisan-tulisan sebelumnya.”</p> <p>R: “Menurut bapak, apakah dengan adanya kegiatan pembelajaran <i>writing</i> menggunakan <i>portfolio assessment</i> dapat meningkatkan kemampuan menulis peserta didik?”</p> <p>C: “Harapan saya sendiri seperti itu, karena menulis</p>
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		<p>itu termasuk yang paling sulit, kemudian paling <i>tricky</i>, ya kita harus pinter-pinter melihat situasi apalagi portofolio itu dikerjakan di kelas maka itu adalah cara yang paling efektif menurut saya karena guru sendiri bisa melihat prosesnya anak-anak itu sendiri, kedua kita bisa membantu siswa kalau ada kesulitan.” “Sebenarnya mereka tahu apa yang harus ditulis tapi ga’ tahu menuliskan dalam Bahasa Inggrisnya.”</p> <p>R: “Iya Pak benar itu yang dikeluhkan para peserta didik selama ini.” “Apakah nilai peserta didik dalam <i>writing</i> meningkat setelah menggunakan <i>portfolio assessment</i>, Pak?”</p> <p>C: “Ya harapannya begitu mbak tapi saya lihat banyak yang mulai mengalami peningkatan.”</p> <p>R: “Apa harapan bapak untuk pelajaran <i>writing</i> selanjutnya?”</p> <p>C: “Harapan saya setelah dengan portofolio ini mereka jadi lebih terbiasa dalam <i>writing</i> minimal dalam pemilihan kosakata, kemudian mereka lebih kreatif dalam memilih tema yang disesuaikan dengan kemampuan mereka sendiri untuk membuatnya.”</p> <p>R: “Apakah bapak akan meneruskan mengajar <i>writing</i> dengan menggunakan <i>portfolio assessment</i> seperti yang telah saya lakukan?”</p> <p>C: “Hmm, menurut saya cara yang cukup baik ya tapi memang perlu prosesnya yang cukup lama.” “Mungkin kalau untuk yang XI IPS 3 dan lainnya mungkin nanti saya pakai.” “Kalau untuk XI IPS 2 saya anggap sudah selesai.”</p> <p>R: “Baik Pak, saya rasa cukup, terimakasih atas waktunya Pak.” “Terima kasih juga atas bantuan bapak selama saya melakukan penelitian di sini.”</p> <p>C: “Iya mbak sama-sama saya juga terima kasih.”</p>
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# APPENDIX E

## COURSE GRIDS

### COURSE GRID

**School** : SMA Negeri 4 Yogyakarta  
**Subject** : English  
**Grade/semester** : XI / II  
**Writing** : Hortatory Exposition  
**Standard of competence** :  
**Writing**

12. To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.

**Basic competence :**

12.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources
How Education Should Be	1. The students are able to identify the generic structures and language features of a hortatory exposition text. 2. The students are able to use simple present tense and passive voice. 3. The students are able	• Hortatory exposition texts: Helping Children Discover Their Own Identity; School Uniform, another Good Lesson; Home	• <b>Opening activities.</b> • <b>Pre-activities:</b> <b>(BKOF)</b> The teacher gives a hortatory exposition text to introduce social purposes of an authentic model of hortatory exposition text, builds knowledge of the topic of the model text and	Written Test	18 x 45' (9 meetings)	1. Priyana, Joko, Riandi, dan Mumpuni, Anita Prasetyo. 2008. INTERLANGUA GE: English for Senior High School Students XI Science and Social Study Programme.

	<p>to arrange jumbled paragraphs of a hortatory exposition text.</p> <p>4. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.</p> <p>5. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.</p> <p>6. The students are able to edit their essay before being submitted to the teacher then write a reflection on growth</p>	<p>Schooling; Students' Cheating.</p> <ul style="list-style-type: none"> <li>• Rhetoric steps in essay in the genre of an analytical exposition: thesis, argument(s), and suggestion.</li> <li>• Common grammatical patterns (language features) in analytical exposition texts.</li> </ul>	<p>knowledge of the social activity in which the text is used, and the students are supposed to understand the roles and relationships of the people using the text and how these are established and maintain. Here, the students answer the questions together with the teacher.</p> <ul style="list-style-type: none"> <li>• <b>Main activities:</b> (MOT)</li> <li>- <b>Activity 1</b> The teacher gives an example of a hortatory exposition text and identifies the generic structures of the hortatory exposition text given together with the student.</li> <li>- <b>Activity 2</b> The teacher reviews the material about the generic structures of hortatory exposition text and</li> </ul>		<p>Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>2. <a href="http://dewaayuprpti.wordpress.com/hortatory-exposition/">http://dewaayuprpti.wordpress.com/hortatory-exposition/</a> retrieved on Thursday, November 22<sup>nd</sup> 2012 at 10:25 A.M.</p> <p>3. <a href="http://englishahkam.blogspot.com/2012/09/teks-hortatory-exposition.html#.UK5zpVLhMrA">http://englishahkam.blogspot.com/2012/09/teks-hortatory-exposition.html#.UK5zpVLhMrA</a> retrieved on Thursday, November 22<sup>nd</sup> of 2012 at 10:45 A.M.</p>
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	<p>to know their progress after writing using portfolio assessment technique.</p> <p>7. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.</p>		<p>explains common grammatical patterns (language features) in hortatory exposition texts.</p> <ul style="list-style-type: none"> <li>- <b>Activity 3</b> The students identify the generic structures of the following hortatory exposition text in pairs.</li> </ul> <p>(JCOT)</p> <ul style="list-style-type: none"> <li>- <b>Activity 4</b> The students practice about Simple Present Tense and passive voice in pairs.</li> <li>- <b>Activity 5</b> The students identify the language features of the hortatory exposition text in pairs.</li> <li>- <b>Activity 6</b> The students arrange jumbled paragraphs of a hortatory exposition text in pairs.</li> </ul>		<p>4. <a href="http://esl.about.com/od/grammarstructures/a/passive_voice.htm">http://esl.about.com/od/grammarstructures/a/passive_voice.htm</a> retrieved on Sunday, November 25<sup>th</sup> of 2012 at 04:45 P.M.</p> <p>5. Murphy, Raymond. 1994. <i>English Grammar in Use 2<sup>nd</sup> Edition A Reference and Practice Book for Intermediate Students</i>. UK: Cambridge University Press.</p> <p>6. <a href="http://www.english-hilfen.de/en/exercises/active_passive/sentences_simp">http://www.english-hilfen.de/en/exercises/active_passive/sentences_simp</a></p>
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			<p><b>(ICOT)</b></p> <ul style="list-style-type: none"> <li>- <b>Activity 7</b> The students choose a topic provided by the teacher and then set their goal before writing the draft of their essay then make a reflection after finishing their draft to be included in their portfolio. The students should save the draft until their portfolio is finished and ready to be submitted.</li> <li>- <b>Activity 8</b> The students revise and edit their essay based on the feedback given carefully then write a reflection on revision to know their progress over time to be included in their portfolio.</li> <li>- <b>Activity 9</b> The students check and edit their essay once again before being submitted to</li> </ul>			<p>le_present.htm retrieved on Sunday, 25<sup>th</sup> of November 2012 at 17:08 p.m.</p>
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			<p>the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.</p> <p>- <b>Activity 10</b></p> <p>The students submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written completely in a file folder. The teacher and the collaborator collect the students' essays and they will give grade on their essay.</p> <p>• <b>Closing activities:</b> summarizing, reflecting to the activities, closing.</p>			
We Should be Proud of Our Local Culture	1. The students are able to identify the generic structures and language features of a	• Hortatory exposition texts: Indonesia	<p>• <b>Opening activities.</b></p> <p>• <b>Pre-activities (BKOF)</b> The teacher gives a</p>	Written Test	6 x 45' ( 3 meetings)	1. Book: Doddy, Achmad, Sugeng, Ahmad, dan Effendi. 2008.

	<p>hortatory exposition text.</p> <p>2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.</p> <p>3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.</p> <p>4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment</p>	<p>People Should Value all the Different Cultures to Promote Unity of the Nation, Cultural Treasures Should Be Returned to Their Country of Origin.</p> <ul style="list-style-type: none"> <li>• Rhetoric steps in essay in the genre of a hortatory exposition: thesis, argument(s), and suggestion.</li> <li>• Common grammatical patterns in hortatory</li> </ul>	<p>hortatory exposition text to introduce social purposes of an authentic model of hortatory exposition text, builds knowledge of the topic of the model text and knowledge of the social activity in which the text is used, and the students are supposed to understand the roles and relationships of the people using the text and how these are established and maintain. Here, the students answer the questions together with the teacher.</p> <ul style="list-style-type: none"> <li>• <b>Main activities: (MOT)</b></li> <li>- <b>Activity 1</b> The teacher gives an example of a hortatory exposition text, and indentifies the generic structures and language</li> </ul>		<p>Developing English Competencies for Senior High School (SMA/MA) Grade XI of Language Programme. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>2. Priyana, Joko, Muhammad, Zayin Adib dan Machfutra, Eka Denis. 2008. INTERLANGUA GE: English for Senior High School Students XI Language Study Programme.</p>
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	<p>to know their progress after writing using portfolio assessment technique.</p> <p>5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.</p>	<p>exposition texts.</p>	<p>features of the hortatory exposition text given together with the students.</p> <ul style="list-style-type: none"> <li>- <b>Activity 2</b> The teacher asks the students to answer some questions orally.</li> </ul> <p><b>(JCOT)</b></p> <ul style="list-style-type: none"> <li>- <b>Activity 3</b> The students identify the generic structures and language features of the following hortatory exposition texts in pairs.</li> </ul> <p><b>(ICOT)</b></p> <ul style="list-style-type: none"> <li>- <b>Activity 4</b> The students choose a topic themselves based on their interest and then set their goal before writing the draft of their essay then make a reflection after finishing their draft to be included in their portfolio. The students should save the draft until their portfolio is finished</li> </ul>			<p>Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p>
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			<p>and ready to be submitted.</p> <ul style="list-style-type: none"> <li>- <b>Activity 5</b> The students revise and edit their essay based on the feedback given carefully then write a reflection on revision to know their progress over time to be included in their portfolio.</li> <li>- <b>Activity 6</b> The students check and edit their essay once again before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.</li> <li>- <b>Activity 7</b> The students submit their portfolio which consist all pieces of their works, from their draft until their writing product together</li> </ul>			
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			<p>with all of reflections they have written completely in a file folder. The teacher and the collaborator collect the students' essays and they will give grade on their essay.</p> <ul style="list-style-type: none"><li>• <b>Closing activities:</b> Summarizing, reflecting to the activities, closing.</li></ul>			
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# APPENDIX F

## LESSON PLANS



### Lesson Plan in Cycle 1

**Name of the School** : SMA Negeri 4 Yogyakarta  
**Subject** : English  
**Grade / Semester** : XI / II  
**Text Type** : Hortatory Exposition Text  
**Topic** : How Education Should Be  
**Skill** : Writing  
**Time Allocation** : 10 X 45 minutes (5 meetings)

**A. Standard of Competence:**

12. To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.

**B. Basic Competence:**

- 12.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.

**C. Indicators:**

1. The students are able to identify the generic structures and language features of a hortatory exposition text.
2. The students are able to use simple present tense and passive voice.
3. The students are able to arrange jumbled paragraphs of a hortatory exposition text.
4. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
5. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.

6. The students are able to edit their essay before being submitted to the teacher then write a reflection on growth to know their progress after writing using portfolio assessment technique.
7. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Learning Objective**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Materials**

**(Appendix 1)**

**F. Teaching Method:** Genre-Based Teaching (BKOF-MOT-JCOT-ICOT).

**G. Teaching and Learning Activities (Procedures)**

**1. Opening Activities:**

- ~ The teacher greets the students.
- ~ The teacher asks a student to lead a prayer.
- ~ The teacher asks students' condition and attendance.
- ~ The teacher checks students' readiness.
- ~ Pre-Activities (Warm Up)

**(Appendix 2)**

The teacher does warming up by asking five questions related to the topic that will be introduced. (Task 1)

## 2. Main Activities

Steps	Activities	Appendix / Task
<b>a. Building Knowledge of the Field (BKOF)</b>	1. The teacher gives a hortatory exposition text to introduce social purposes of an authentic model of hortatory exposition text, builds knowledge of the topic of the model text and knowledge of the social activity in which the text is used, and the students are supposed to understand the roles and relationships of the people using the text and how these are established and maintain. Here, the students answer the questions together with the teacher.	Appendix 3, Task 2
<b>b. Modeling of the Text (MOT)</b>	1. The teacher gives an example of a hortatory exposition text and identifies the generic structures of the hortatory exposition text given together with the student. 2. The teacher reviews the material about the generic structures of hortatory exposition text and explains common grammatical patterns (language features) in hortatory exposition texts. 3. The students identify the generic structures of the following hortatory exposition text in pairs.	Appendix 4, Task 3  Appendix 5, Task 4  Appendix 6, Task 5
<b>c. Joint Construction of the Text (JCOT)</b>	1. The students practice about Simple Present Tense and passive voice in pairs. 2. The students identify the language features of the hortatory exposition text in pairs. 3. The students arrange jumbled paragraphs of a hortatory exposition text in pairs.	Appendix 7, Task 6, Task 7, and Task 8 Appendix 8, Task 9 Appendix 9, Task 10
<b>d. Independent Construction of the Text (ICOT)</b>	1. The students choose a topic provided by the teacher and then set their goal before writing the draft of their essay then make a reflection after finishing their draft to be included in their portfolio. The students should save the draft until their portfolio is	Appendix 10, Task 11

<b>e. Closing (Post-Activities)</b>	finished and ready to be submitted.	
	2. The students revise and edit their essay based on the feedback given carefully then write a reflection on revision to know their progress over time to be included in their portfolio.	Appendix 11, Task 12
	3. The students check and edit their essay once again before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.	Appendix 12, Task 13
	4. The students submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written completely in a file folder. The teacher and the collaborator collect the students' essays and they will give grade on their essay.	Appendix 13, Task 14
	1. The teacher reviews what the students have learned in the class.	
	2. The teacher asks about the students' difficulties during teaching and learning process.	
	3. The teacher leads to pray before ending the class.	
	4. The teacher says good bye.	

## H. Material Resources

1. Priyana, Joko, Riandi, dan Mumpuni, Anita Prasetyo. 2008. INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Doddy, Achmad, Sugeng, Ahmad, dan Effendi. 2008. Developing English Competencies for Senior High School (SMA/MA) Grade XI of Language Programme. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

3. <http://dewaayuprapti.wordpress.com/hortatory-exposition/> retrieved on Thursday, November 22<sup>nd</sup> 2012 at 10:25 A.M.
4. <http://englishahkam.blogspot.com/2012/09/teks-hortatory-exposition.html#.UK5zpVLhMrA> retrieved on Thursday, November 22<sup>nd</sup> of 2012 at 10:45 A.M.
5. [http://esl.about.com/od/grammarstructures/a/passive\\_voice.htm](http://esl.about.com/od/grammarstructures/a/passive_voice.htm) retrieved on Sunday, November 25<sup>th</sup> of 2012 at 04:45 P.M.
6. Murphy, Raymond. 1994. *English Grammar in Use 2<sup>nd</sup> Edition A Reference and Practice Book for Intermediate Students*. UK: Cambridge University Press.
7. [http://www.englisch-hilfen.de/en/exercises/active\\_passive/sentences\\_simple\\_present.htm](http://www.englisch-hilfen.de/en/exercises/active_passive/sentences_simple_present.htm) retrieved on Sunday, 25<sup>th</sup> of November 2012 at 17:08 p.m.

#### **I. Media**

~ Laptop.

~ Some hortatory exposition texts.

#### **J. Assessment**

- Technique : Written test.
- Form : Students' writing.

#### **K. Assessment Rubric (enclosed)**

##### **• Scoring**

$$\begin{aligned}
 \text{Maximum score} &= C + O + V + L + M \\
 &= 4 + 4 + 4 + 4 + 4 \\
 &= 20
 \end{aligned}$$

$$\begin{aligned}
 \text{Minimum score} &= C + O + V + L + M \\
 &= 1 + 1 + 1 + 1 + 1 \\
 &= 5
 \end{aligned}$$

$$\bar{X}_i = \frac{X_h + X_l}{2}$$

$$= \frac{20 + 5}{2}$$

$$= 12.5$$

$$\sigma_i = \frac{X_h - \bar{X}_i}{3}$$

$$= \frac{20 - 12.5}{3}$$

$$= 2.5$$

- **The Conversion Table**

Class Interval	Interpretation
17.5 – 19.9	Excelent
15.0 – 17.4	very good
12.5 – 14.9	Good
10.0 – 12.4	Fair
7.5 – 9.9	Poor
5.0 – 7.4	very poor

• **Scoring Rubric**

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.
	Good to average	3	some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	Fair to poor	2	limited knowledge of subject, little substance, and inadequate development of topic.
	Very poor	1	does not show knowledge of subject, non-substantive, not pertinent OR not enough to evaluate.
Organisation	Excellent to very good	4	fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to average	3	somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair to poor	2	non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	1	does not communicate, no organization OR not enough to evaluate.
Vocabulary	Excellent to very good	4	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	Good to average	3	adequate range, occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	Fair to poor	2	limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	Very poor	1	essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate.
Language Use	Excellent to very good	4	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	Good to average	3	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> .
	Fair to poor	2	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, <i>meaning confused or obscured</i> .
	Very poor	1	virtually no mastery of sentence construction rules, dominated by errors does not communicate OR not enough to evaluate.
Mechanics	Excellent to very good	4	demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	Good to average	3	occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> .
	Fair to poor	2	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate.

Scoring Rubric: adapted from ESL Composition profile proposed by Jacobs *et al.* (1981) from Weigle (2002: 116).

Approved by  
English Teacher

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## **Appendix 1**

- **Genre of text: Hortatory Exposition**

The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

- **Generic structure:**

1. **Thesis** is the general statement of topic discussed.
2. **Arguments** are reasons for concern, leading to recommendation.
3. **Suggestion** which contains what should or should not happen.

- **The common grammatical patterns (language features) in hortatory exposition include:**

1. Abstract noun, e.g. culture, ...;
2. Action verbs, e.g. value, ...;
3. Connectives, e.g. firstly, secondly, therefore, ...;
4. Use evaluative words, such as important, trivial, or essential.
5. Use modal adverbs, such as surely or certainly.
6. Use passive voice.
7. Use simple present tense.

- **Input text:** a hortatory exposition text with the title “Helping Children Discover Their Own Identity”.

- **Simple Present Tense**

**~ Please study the sentences below.**

- Polar bears **don’t live** in hot places. They **live** in the North Pole. Do they eat fruit and vegetables? No, **They don’t**. They **eat** fish.
- Olivia **likes** red roses. She **spends** a lot of time in her garden. **Does** she work in the garden every day? Yes, **she does**.

**~ The simple present tense is used for:**

1. Repeated actions or daily routines (usually with time expressions such as: every day, every week, every Monday, etc.)  
Example: She usually plays tennis at the weekend.

2. Permanent states.

Example: He works in an office.

3. General truths or laws of nature.

Example: The sun sets in the west.

**~ Time expressions used with simple present tense are:**

Every day/week/month/year, usually, always, etc.

every morning/afternoon/evening/night.

in the morning/afternoon/evening, at night,

on Mondays/Tuesdays, etc.

**~ Adverbs of Frequency**

We use adverbs of frequency with the simple present tense. They show us how often something happens and include the following:

<b>Never</b>	<b>often</b>
<b>Seldom/rarely</b>	<b>usually</b>
<b>Sometimes</b>	<b>always</b>

**a. Adverbs of frequency go before the main verbs in simple tenses (work, drink, etc.).**

e.g. I **usually work** on Saturdays.

They **never drink** coffee.

**b. But they go after the verb to be in simple tenses**

e.g. It **is often** cold in winter.

He **is always** late for work.

**c. Adverbs of frequency go after auxiliary verbs (can, do, etc.).**

e.g. He can **never** wake up before 10 o'clock.

**~ The formula of simple present tense:**

**A. Nominal Form**

Affirmative	: I/You/We/They + To Be (am/are) + Non Verb He/She/It + To Be (is) + Non Verb
Negative	: S + To Be (am/is/are) + NOT + Non Verb
Simple question	: To be + S + Non Verb

### B. Verbal Form

Affirmative	: S + V1 (s/es) + O
Negative	: S + DO/DOES + NOT + V1 + O
Interrogative	: DO/DOES + S + V1 + O?

For example:

Affirmative	Negative	Interrogative
<b>Water boils at 100<sup>0</sup> C.</b>	Water <b>doesn't boil</b> at 100 <sup>0</sup> C.	<b>Does</b> the water <b>boil</b> at 100 <sup>0</sup> C?
<b>Tina walks to school every day.</b>	Tina <b>doesn't walk</b> to school every day.	<b>Does</b> Tina <b>walk</b> to school every day?
<b>Penguins live in the Antarctic.</b>	Penguins <b>do not live</b> in the Antarctic.	<b>Do</b> penguins (they) <b>live</b> in the Antarctic?
<b>My father often drinks coffee.</b>	My father <b>doesn't often drink</b> coffee.	<b>Does</b> my father <b>often drink</b> coffee?
<b>Raisa and I are usually late for school.</b>	Raisa and I <b>aren't usually</b> late for school.	<b>Are</b> Raisa and I (we) <b>usually late</b> for school?

- **Passive Voice**

~ It is often used in business when the object of the action is more important than those who perform the action.

e.g. **Two hundred people are employed** by the company.

~ The Passive is formed: **Passive Subject + To Be + Past Participle**

**For Example:**

*Active* : clean (s)/see (s) etc.

*Passive* : am/is/are cleaned/seen etc.

Somebody **cleans** this room every day.

This room **is cleaned** every day.

- **I'm not** often **invited** to parties.

- How **is** this word **pronounced**?

~ If the agent is important (the person, company or thing that does the action), use "by"

**For Example:**

- **I take photos.**

**Photos are taken by me**

~ Only verbs that take an object can be used in the passive voice.

## **Appendix 2**

**Task 1: The teacher does warming up by asking five questions related to the topic that will be introduced, such as:**

1. Are you happy being a student?
2. What do you get from school?
3. Do you agree with home schooling? Why? or why not?
4. What do you think about cheating?
5. What do you think about smoking at schools?

## **Appendix 3**

**Task 2: Please read the following text carefully then answer the following questions orally.**

### **Helping Children Discover Their Own Identity**

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist them in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

What parents need to do is to respect the changes going on within their child's world, and respond appropriately to their changing needs. Here a close monitoring rather than control taking is essential.

This may sound like ideal advice; yet not all parents may agree with this. A parent who was raised in a democratic family atmosphere will certainly pass down the freedom he/she had enjoyed during childhood to his/her offspring. On the other hand, those who were brought up in a conservative and authoritative family will inculcate traditional values to their children, restricting them by tightly abiding to what the parents believe to be the correct norms.

Clearly, a parent's family background will, exert a considerable influence in helping his/her children to learn both formally and informally. It is more likely that parents will consistently follow the mind-set they adopted from their father or mother if they think that it is beneficial. Today's parents, however, need to be aware that not all values and norms that their parents implanted in them during their childhood are compatible with modern reality. Things have changed considerably, and parents should take this into account.

It might, for example, be felt less relevant to impose traditional control over their children's conduct about what they need to do to attain academic achievement. However, most parents still cling to this, acting as if they are omniscient and know perfectly what is best for their children.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

Parents also should not exercise too much authority so as to overprotect their children to develop their potential to the fullest. Parental intervention, if it is done in an improper manner, can do more harm than good.

If not in accord with children's interests, parents' excessive intervention is seen by children as something that inhibits rather than facilitates their academic excursions. Parents may probably not realize that their children simply want them to stay in the background and to provide whatever support and resources they need to venture out into the world.

This does not imply that intervention is not necessary. At the very young age when the influence of a peer group is extremely powerful, parents need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Evaries Rosita-Contributor/Jakarta

**Taken from *The Jakarta Post*, March 9, 2008**

1. Where do you usually find a kind of texts like this?
2. What is the social purpose of this text?
3. In what occasions do you need to use this kind of text?
4. To who does this kind of text is worthy?
5. Have you discovered your own identity?
6. What your parents do to help you discover your own identity so far?
7. Imagine that you are parents. What should you do to help your children discover their own identity?

#### **Appendix 4**

**Task 3: The teacher asks the students to answer five questions orally, such as:**

1. Please find the thesis sentence on the text.

2. Please mention the writer's arguments of the text.
3. What thing that the parents shouldn't do?
4. In what age does intervention is needed?
5. What does the writer suggest?
6. Please identify the language features of the text.

**Answer Key**

1. The thesis sentence is on paragraph 1.

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

2. The writer's arguments are from paragraph 2 until paragraph 11 of the text.
3. Parents should not exercise too much authority so as to overprotect their children to develop their potential to the fullest because parental intervention, if it is done in an improper manner, can do more harm than good.
4. Intervention is needed at the very young age when the influence of a peer group is extremely powerful. Parents need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.
5. The writer suggests that the best way parents can aid their children is by successfully discovering the children true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

6. a. Abstract nouns:

technology, information, knowledge, era, equipment, growth, adaptation, indication, vicinity, critical period, identity, guidance, intervention,

offspring, conundrum, self-reliance, occasion, change, need, advice, atmosphere, freedom, childhood, value, norm, influence, mind-set, reality, achievement, feedback, development, authority, potential, manner, interest, excursion, background, support, resource, measure, way, approach, standard, tradition, and experience.

b. Action verbs:

learn, encounter, admit, surpass, try, discover, assist, handle, respect, respond, agree, respond, enjoy, inculcate, restrict, abide, exert, follow, adopt, think, aware, implant, change, take, impose, conduct, need, do, attain, cling, act, know, listen, accommodate, implement, exercise, overprotect, develop, realize, want, provide, venture, intervene, help, resist, behave, meet, aid, discover, imbue, and see.

c. Connectives: On the other hand, however, though and if.

d. Evaluative words: necessary, important and essential.

e. Modal adverbs: certainly, probably, and surely.

f. Passive voice:

...they **can be easily shaped**... (paragraph 2, line 2), ...**needs to be stressed**. (paragraph 3, line 4), A parent who **was raised**... (paragraph 5, line 2), ...those who **were brought up**... (paragraph 5, line 3), ...**be felt** less relevant... (paragraph 7, line 1), ...**it is done**... (paragraph 9, line 2), ...intervention **is seen**... (paragraph 10, line 1), ...which **are imbued**... (paragraph 12, line 4).

g. Simple present tense:

**Children of today's advanced world are** different..., **With easy access to modern technology, children of today are able**..., ...**they seem** to surpass..., **The rapid growth of children's cognitive, physical and social adaptations is**..., **This is** a critical period..., **Parental guidance is** necessary..., ...**parents are** upbeat..., ...**they are** facing..., **it is** more likely..., **they think** that **it is** beneficial, **they need** to do..., **they are** omniscient..., **it is** important..., ...**it seems** too difficult..., **This does not**



imply..., **parents need** to intervene..., **parents need not always rigidly follow...**

## **Appendix 5**

### **Task 4**

The teacher reviews the material about the generic structures of hortatory exposition text and explains common grammatical patterns (language features) in hortatory exposition texts.

## **Appendix 6**

**Task 5: With your partner, please identify the generic structures of the following hortatory exposition text.**

### **School Uniform, another Good Lesson**

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniform. Their findings using 10<sup>th</sup> grade students showed that uniforms have no direct effect on "substance abuse, behavioural problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adapted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatised as being from poor

backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

Adapted from: <http://www.idebatee.org>

Picture: <http://www.marsden-h.schools.nsw.edu.au>

### Answer Key

1. Thesis: paragraph 1 of the text.
2. Arguments: paragraph 2 until paragraph 4 of the text.
3. Suggestion: paragraph 5 of the text.

### Appendix 7

#### **Task 6: Put the verbs in the brackets into the present simple in pairs.**

This restaurant is called “Vienna”. Ten people 1) *..work..* (work) here. Julia Thomas is the owner. She 2) ..... (go) to the restaurant at four o’clock in the afternoon. The waiters 3) ..... (arrive) at half past four. They 4) ..... (set) the tables and 5) ..... (tidy) the kitchen. The chef, Pierre Rousseau, 6) ..... (come) at five o’clock. He 7) ..... (prepare) the food for the evening. The restaurant 8) ..... (open) at six o’clock. Many people 9) ..... (eat) here because the food is very good. The restaurant 10) ..... (close) at one o’clock in the morning, and at half past one Julia, the chef and the waiters 11) ..... (go) home.

### Answer Key

- |           |             |            |
|-----------|-------------|------------|
| 1. work   | 5. tidy     | 9. eat     |
| 2. goes   | 6. comes    | 10. closes |
| 3. arrive | 7. prepares | 11. go     |
| 4. set    | 8. opens    |            |

**Task 7: With your partner, look at the sentences below carefully. Each sentence has a mistake only. Underline the incorrect words and write the correct words at the bottom of the incorrect words.**

1. Diane wash her hair every other day or so.
2. Mike is a student, but he don't go to school right now because it's a holiday.
3. I wear a waterproof coat on rainy days. I am not have an umbrella.
4. Anna's brother can drives a truck.
5. The Smith go to Disney Land for the Summer Holiday.
6. Diane's father work as a lawyer.
7. Every morning the sun shines in my bedroom window and wake me up.
8. The car need fuel.
9. Cakra seldom wake up early on Sundays.
10. Most animals kills only for food.

**Answer Key**

1. Diane wash her hair every other day or so. (washes)
2. Mike is a student, but he don't go to school right now because it's a holiday. (doesn't)
3. I wear a waterproof coat on rainy days. I am not have an umbrella. (don't)
4. Anna's brother can drives a truck. (drive)
5. The Smith go to Disney Land for the Summer Holiday. (goes)
6. Diane's father work as a lawyer. (works)
7. Every morning the sun shines in my bedroom window and wake me up. (wakes)
8. The car need fuel. (needs)
9. Cakra seldom wake up early on Sundays. (wakes)
10. Most animals kills only for food. (kill)

**Task 8: Please change the following active sentences into passive sentences.**

1. We play volleyball.
2. This big company employs two hundred people.
3. Mr. Jones watches the film.

4. The people speak English.
5. He reads comics.
6. My mother writes a letter for me.
7. They sing the song.
8. She does the housework.
9. The policemen help the children to cross the street.
10. He writes text messages.

### **Answer Key**

1. Volleyball is played by us.
2. Two hundred people are employed by this big company.
3. The film is watched by Mr. Jones.
4. English is spoken by the people.
5. Comics are read by him.
6. A letter is written by my mother for me.
7. The song is sung by them.
8. The housework is done by her.
9. The children are helped by the policeman to cross the street.
10. Text messages are written by him.

### **Appendix 8**

**Task 9: Please identify the language features of the following hortatory exposition text in pairs.**

#### **Home Schooling**

Home schooling is an education system which provides child's main education programme at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education.

Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can

be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognising the lack of home schoolinng in the case of children's socialisation opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

Adapted from: <http://www.idebate.org>

Picture: <http://www.buzzle.com>

### Answer Key

1. Abstract nouns: education, backgrounds, values, socialisation, opportunities.
2. Action verbs: meet, recognize, hold, prepare.
3. Connectives: although, first, then.
4. Passive voice: There are some points that **should be noticed** from the home schooling.
5. Simple present tense:

**Home schooling is** an education...., **Home schooling takes** the place..., **it** usually **meets**..., **students need** some kind of social glue..., **they are** in the compulsory.

### **Appendix 9**

**Task 10: Please arrange the following jumbled paragraphs into a good hortatory exposition text in pairs.**

#### **Students' Cheating**

1. Therefore, school should consider cheating as a very serious problem. School board and administration should go hand to overcome this matter. Honesty must be put in school's vision. Harsh punishment must be applied to students who commit this crime.
2. Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many kinds of cheating that students do during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks make hand signals or go to rest rooms to get the answers from their friends.
3. Students' cheating is one of the biggest problems faced by teachers nowadays.
4. In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

<http://englishahkam.blogspot.com/2012/09/teks-hortatory-exposition.html#.UK5zpVLhMrA>

**Answer Key: 3 – 2 – 4 – 1**

### **Appendix 10**

**Task 11: Please choose a topic provided by the teacher then set your goal before writing the draft of your essay, and then make a reflection on your essay.**

1. Where Should Be after High School?
2. Schools' facility
3. Good building

4. Quality education
5. Qualified teaching staff

**Goal Setting**

- a. What is one thing you can improve upon in this piece?
- b. What is a realistic goal for the end of your writing portfolio?
- c. What will you try to improve your writing skills?

**Reflecting on single piece of writing**

1. Why did you select this particular piece of writing?
2. What do you see as the special strengths of this work?
3. What have you learned about writing from your work on this piece?
4. Where did you get your idea (or ideas) for this piece?
5. How did you work on it? Describe the stages the piece went through, when and where you wrote.
6. What part of the process was hardest for you?
7. What was easiest?
8. Did you ever get stuck when you were writing this piece? If so, what did you do?

**Appendix 11**

**Task 12: Please revise and edit your essay based on the feedback given carefully, and then make a reflection on your essay.**

**a. Reflecting on revision**

1. What are you trying to say or show in this section?
2. What are you trying to do in this section?
3. How has your writing changed compared with your writing before you know about portfolio assessment?

### **Appendix 12**

**Task 13: Please check and edit your essay once again before being submitted to your teacher.**

**~ Reflection on Growth**

- a. One skill I could not perform very well but now I can is...
- b. From reviewing this piece I learned...
- c. The work would have been better if I spent more time on... . Therefore, one thing I still need to work on to make my portfolio becomes perfect is...

### **Appendix 13**

**Task 14: Please submit your portfolio and publish your essay on your class hortatory exposition texts magazine.**

**❖ The researcher provides a file folder which paper writings are stored**

**The content of portfolio should be like these:**

**Name :**

**Absence Number :**

**1. Draft Writing**

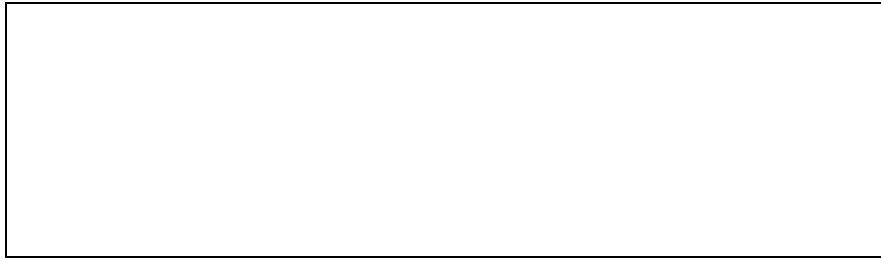
**~ Topic :**

**~ Title :**

**~ Goal Setting :**

**~ Reflecting on single pieces of writing:**



**2. Revising**

~ Reflecting on revision

**3. Checking and Editing**

~ Reflection on Growth

### Lesson Plan in Cycle 2

**Name of the School** : SMA Negeri 4 Yogyakarta  
**Subject** : English  
**Grade / Semester** : XI / II  
**Text Type** : Hortatory Exposition Text  
**Topic** : We Should be Proud of Our Local Culture  
**Skill** : Writing  
**Time Allocation** : 8 X 45 minutes (4 Meetings)

**A. Standard of Competence:**

12. To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.

**B. Basic Competence:**

- 12.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.

**C. Indicators:**

1. The students are able to identify the generic structures and language features of a hortatory exposition text.
2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.

5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

#### **D. Learning Objective**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

#### **E. Learning Materials**

(Appendix 1)

#### **F. Teaching Method:** Genre-Based Teaching (BKOF-MOT-JCOT-ICOT).

#### **G. Teaching and Learning Activities (Procedures)**

##### **1. Opening Activities:**

- ~ The teacher greets the students.
- ~ The teacher asks a student to lead a prayer.
- ~ The teacher asks students' condition and attendance.
- ~ The teacher checks students' readiness.
- ~ Pre-Activities (Warm Up)

(Appendix 2)

The teacher does warming up by asking five questions related to the topic that will be introduced. (Task 1)

##### **2. Main Activities**

Steps	Activities	Appendix / Task
<b>a. Building Knowledge of the Field (BKOF)</b>	1. The teacher gives a hortatory exposition text to introduce social purposes of an authentic model of hortatory exposition text, builds knowledge of the topic of the model text and knowledge of the social	Appendix 3, Task 2

	<p>activity in which the text is used, and the students are supposed to understand the roles and relationships of the people using the text and how these are established and maintain. Here, the students answer the questions together with the teacher.</p>	
<b>b. Modeling of the Text (MOT)</b>	<ol style="list-style-type: none"> <li>1. The teacher gives an example of a hortatory exposition text, and indentifies the generic structures and language features of the hortatory exposition text given together with the students.</li> <li>2. The teacher asks the students to answer some questions orally.</li> </ol>	<p>Appendix 4, Task 3</p> <p>Appendix 5, Task 4</p>
<b>c. Joint Construction of the Text (JCOT)</b>	<ol style="list-style-type: none"> <li>1. The students identify the generic structures and language features of the following hortatory exposition texts in pairs.</li> </ol>	Appendix 6, Task 5
<b>d. Independent Construction of the Text (ICOT)</b>	<ol style="list-style-type: none"> <li>1. The students choose a topic themselves based on their interest and then set their goal before writing the draft of their essay then make a reflection after finishing their draft to be included in their portfolio. The students should save the draft until their portfolio is finished and ready to be submitted.</li> <li>2. The students revise and edit their essay based on the feedback given carefully then write a reflection on revision to know their progress over time to be included in their portfolio.</li> <li>3. The students check and edit their essay once again before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.</li> </ol>	<p>Appendix 7, Task 6</p> <p>Appendix 8, Task 7</p> <p>Appendix 9, Task 8</p>

<p><b>e. Closing (Post-Activities)</b></p>	<ol style="list-style-type: none"> <li>4. The students submit their portfolio which consist all pieces of their works, from their draft until their writing product together with all of reflections they have written completely in a file folder. The teacher and the collaborator collect the students' essays and they will give grade on their essay.</li> <li>1. The teacher reviews what the students have learned in the class.</li> <li>2. The teacher asks about the students' difficulties during teaching and learning process.</li> <li>3. The teacher leads to pray before ending the class.</li> <li>4. The teacher says good bye.</li> </ol>	<p>Appendix 10, Task 9</p>
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#### **H. Material Resources**

1. Priyana, Joko, Muhammad, Zayin Adib dan Machfutra, Eka Denis. 2008. INTERLANGUAGE: English for Senior High School Students XI Language Study Programme. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Doddy, Achmad, Sugeng, Ahmad, dan Effendi. 2008. Developing English Competencies for Senior High School (SMA/MA) Grade XI of Language Programme. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### **I. Media**

- ~ Laptop.
- ~ Some hortatory exposition texts.

#### **J. Assessment**

- Technique : Written test.
- Form : Students' writing.

**K. Assessment Rubric (enclosed)**

- Scoring**

$$\begin{aligned}\text{Maximum score} &= C + O + V + L + M \\ &= 4 + 4 + 4 + 4 + 4 \\ &= 20\end{aligned}$$

$$\begin{aligned}\text{Minimum score} &= C + O + V + L + M \\ &= 1 + 1 + 1 + 1 + 1 \\ &= 5\end{aligned}$$

$$\begin{aligned}\bar{X}_t &= \frac{X_h + X_l}{2} \\ &= \frac{20 + 5}{2} \\ &= 12.5\end{aligned}$$

$$\begin{aligned}\sigma_t &= \frac{X_h - X_l}{3} \\ &= \frac{20 - 5}{3} \\ &= 2.5\end{aligned}$$

- The Conversion Table**

Class Interval	Interpretation
17.5 – 19.9	Excelent
15.0 – 17.4	very good
12.5 – 14.9	Good
10.0 – 12.4	Fair
7.5 – 9.9	Poor
5.0 – 7.4	very poor

• **Rubric**

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.
	Good to average	3	some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	Fair to poor	2	limited knowledge of subject, little substance, and inadequate development of topic.
	Very poor	1	does not show knowledge of subject, non-substantive, not pertinent OR not enough to evaluate.
Organisation	Excellent to very good	4	fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to average	3	somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair to poor	2	non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	1	does not communicate, no organization OR not enough to evaluate.
Vocabulary	Excellent to very good	4	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	Good to average	3	adequate range, occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	Fair to poor	2	limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	Very poor	1	essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate.
Language Use	Excellent to very good	4	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	Good to average	3	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> .
	Fair to poor	2	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, <i>meaning confused or obscured</i> .
	Very poor	1	virtually no mastery of sentence construction rules, dominated by errors does not communicate OR not enough to evaluate.
Mechanics	Excellent to very good	4	demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	Good to average	3	occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> .
	Fair to poor	2	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate.

Scoring Rubric: adapted from ESL Composition profile proposed by Jacobs *et al.* (1981) from Weigle (2002: 116).

Approved by  
English Teacher

Priyadi Nugroho, S. Pd.  
NIP. 2072

Yogyakarta,

Researcher

Petet Widyaningrum  
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## **Appendix 1**

- **Genre of text: Hortatory Exposition**

The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

- **Generic structure:**

1. **Thesis** is the general statement of topic discussed.
2. **Arguments** are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.
3. **Suggestion** which contains what should or should not happen.

- **The common grammatical patterns (language features) in hortatory exposition include:**

1. Abstract noun, e.g. culture, ...;
2. Action verbs, e.g. value, ...;
3. Connectives, e.g. firstly, secondly, therefore, ...;
4. Use evaluative words, such as important, trivial, or essential.
5. Use modal adverbs, such as surely or certainly.
6. Use passive voice.
7. Use simple present tense.

- **Input text:** a hortatory exposition text with the title "Indonesia People Should Value all the Different Cultures to Promote Unity of the Nation".

## **Appendix 2**

**Task 1: The teacher does warming up by asking some questions related to to the topic that will be introduced, such as:**

1. Are you proud to be Indonesian people?
2. What make you proud to Indonesian culture?
3. What should you do to keep unity in diversity?
4. What do you do to promote your culture in your province?
5. What do you do to keep our local culture?

### **Appendix 3**

The teacher gives an example of hortatory exposition text with the title “Indonesia People Should Value all the Different Cultures to Promote Unity of the Nation” then ask the students to answer the following questions orally.

#### **Task 2: Please answer the following questions orally.**

1. Where do you usually find a kind of texts like this?
2. What is the social purpose of this text?
3. In what occasions do you need to use this kind of text?
4. To who does this kind of text is worthy?
5. How do you deal with a culturally diverse citizenry?
6. What is cross cultural understanding?
7. What have you done so far to show nationalism?

### **Appendix 4**

**Task 3: Please read the following text again carefully then answer the questions orally in task 4.**

#### **Indonesia People Should Value all the Different Cultures to Promote Unity of the Nation**

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognise that every culture has different

customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

Source: <http://www.idebate.org>

## **Appendix 5**

**Task 4: The teacher asks the students to answer five questions orally, such as:**

1. Please find the thesis sentence on the text.
2. Please mention the writer's arguments of the text.
3. What should we do to maintain the unity among differences?
4. What is the benefit of a plurality of nations in the modern era?
5. What recommendation does the writer propose?
6. Please identify the language features of the text.

### **Answer Key**

1. The thesis sentence is on paragraph 1.

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

2. The writer's arguments are from paragraph 2 until paragraph 4 of the text.
3. We should raising tolerance among people.
4. The benefit of a plurality of nations in the modern era is it can allow for cultural development and cultural exchange that benefits both parties.
5. The writer recommends that Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.
6. a. Abstract noun:  
Culture, unity, nation, country, religion, province, question, citizenry, difference, reason, separation, diversity, tolerance, way, society, choice, heritage, custom, belief, judgment, value, plurality, era, development, exchange, party, nationalism, sense, fellow feeling, group, cooperation, cohesion, welfare, security, program, matter, generation, importance, and identity.
- b. Action verbs:  
Face, deal, promote, appreciate, maintain, claim, retain, recognise, make, allow, benefit, preserve, and teach.
- c. Connectives: therefore, firstly, if, then, thus, secondly, and lastly.
- d. Evaluative words: vulnerable and sensitive.
- e. Modal adverb: sometime.
- f. Passive voice:  
...**are now seen** living side..., ...they **are not regarded** as normal..., ...can **be preserved**, ...people **are forbidden**...
- g. Simple present tense:  
**Indonesia is** a culturally-diverse..., **Indonesia is** vulnerable..., **many ways or cultures of living are** equally legal, ...**a society claims**..., **the cross-cultural understanding among cultures makes**..., ...**nationalism is** one way..., **it is** a sense..., **this promotes** cooperation..., **the sense of social cooperation makes** welfare..., **cultural differences are** sometime....

## **Appendix 6**

**Task 5: With your partner, please identify the generic structures and language features of the following hortatory exposition text.**

### **Cultural Treasurers Should Be Returned to Their Country of Origin**

Cultural treasures are important in the creation and maintenance of national identities. It represents the evidence of humans' origins and development, traditions and identity, artistic and scientific achievements. The treasures must be returned home to their place of origin based on the following reasons.

Firstly, cultural treasures should be displayed in the context in which they originated; only then can they be truly understood. Display of cultural treasures outside the country origin also turns modern citizens of those ancient regions unable to appreciate or look after their great artistic heritage.

Secondly, cultural treasures are crucial to the sense of certain people spiritually. They are spiritually anchored to most of these treasures. Some cultural treasures have religious and cultural associations for the area from which they were taken. To the descendants of their creators it is offensive to see aspects of their spiritually displayed for entertainment.

Thirdly, treasures from some cultural cite were often acquired illegally, for example through looting in war, under the force of imperial force, or by bribing officials to ignore the carrying away of sculptures from monuments they were meant to be guarding. Moreover, the fact that these cultural treasures were stolen means they need to be returned to their rightful owners.

Lastly, cultural treasures are a very important part of culture and identity of a particular nation. Generations will grow up to appreciate and learn about the significance of these artifacts. The past is very important. That is why people study history as a subject.

There is no doubt on the importance of these cultural treasures to its people. Therefore, the government should preserve the cultural treasures and demand the return of the treasures to the place of origin.

**Sources:** [http:// www.idebate.org](http://www.idebate.org) <http://pcwww.liv.ac.uk> <http://cpprot.te.verweg.com>

## Answer Key

### Generic Structure

1. Thesis: paragraph 1 of the text.
2. Arguments: paragraph 2 until paragraph 4 of the text.
3. Suggestion: paragraph 5 of the text.

### Language Features

1. Abstract nouns:  
Creation, maintenance, development, identity, evidence, origins, development, tradition, achievements, reason, heritage, aspects, officials, culture, and history.
2. Action verbs: appreciate, bribe, carry away, and steal.
3. Connectives: firstly, secondly, thirdly, lastly.
4. Evaluative word: crucial and important.
5. Passive voice:  
Cultural treasures **should be returned** to their country of origin, the treasures **must be returned** home..., ... cultural treasures **should be displayed** in....
6. Simple present tense:  
Cultural treasures **are important** in..., **it represents** the evidence..., **display of cultural treasures outside the country origin also turns** modern..., ...**cultural treasures are** crucial..., **they are** spiritually anchored..., **the past** is very important, .... **cultural treasures are** a very important....

## Appendix 7

**Task 6: Please decide a title of your essay based on the topic that related to be proud of our local culture then set your goal before writing the draft of your essay, and then make a reflection on your essay.**

### Goal Setting

- a. What is one thing you can improve upon in this piece?
- b. What is a realistic goal for the end of your writing portfolio?
- c. What will you try to improve your writing skills?

### **Reflecting on single pieces of writing**

1. Why did you select this particular piece of writing?
2. What do you see as the special strengths of this work?
3. What have you learned about writing from your work on this piece?
4. Where did you get your idea (or ideas) for this piece?
5. How did you work on it? Describe the stages the piece went through, when and where you wrote.
6. What part of the process was hardest for you?
7. What was easiest?
8. Did you ever get stuck when you were writing this piece? If so, what did you do?

### **Appendix 8**

**Task 7: Please revise your essay based on the feedback given carefully, and then make a reflection on your essay.**

#### **a. Reflecting on revision**

1. What are you trying to say or show in this section?
2. What are you trying to do in this section?
3. How has your writing changed compared with your writing before you know about portfolio assessment?

### **Appendix 9**

**Task 8: Please check and edit your essay once again before being submitted to your teacher.**

#### **~ Reflection on Growth**

- a. One skill I could not perform very well but now I can is...
- b. From reviewing this piece I learned...
- c. The work would have been better if I spent more time on... . Therefore, one thing I still need to work on to make my portfolio becomes perfect is...

**~ Reflection towards Portfolio Assessment**

- a. What do you learn from writing by using portfolio assessment?
- b. What changes of your attitudes that you feel after writing by using portfolio assessment?
- c. Do you feel that writing by using portfolio assessment can improve your writing skills?

**Appendix 10**

**Task 9 : Please submit your portfolio.**

❖ The researcher provides a file folder which paper writings are stored

The content of portfolio should be like these:

**Name** :

**Absence Number** :

**1. Draft Writing**

~ Topic :

~ Title :

~ Goal Setting :

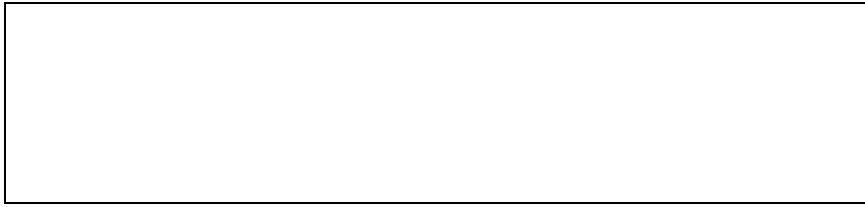
~ Reflecting on single pieces of writing:

**2. Revising**

~ Reflecting on revision



### 3. Checking and Editing

A large, empty rectangular box with a thin black border, intended for a student's reflection.

~ Reflection on Growth

~ Reflection towards Portfolio Assessment

## CYCLE 1

### Learning Materials

- **Genre of text: Hortatory Exposition**

The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

- **Generic structure:**

1. **Thesis** is the general statement of topic discussed.
2. **Arguments** are reasons for concern, leading to recommendation.
3. **Suggestion** which contains what should or should not happen.

- **The common grammatical patterns (language features) in hortatory exposition include:**

1. Abstract noun, e.g. culture, ...;
2. Action verbs, e.g. value, ...;
3. Connectives, e.g. firstly, secondly, therefore, ...;
4. Use evaluative words, such as important, trivial, or essential.
5. Use modal adverbs, such as surely or certainly.
6. Use passive voice.
7. Use simple present tense.

- **Input text:** a hortatory exposition text with the title “Helping Children Discover Their Own Identity”.

- **Simple Present Tense**

~ Please study the sentences below.

- Polar bears **don’t live** in hot places. They **live** in the North Pole. Do they eat fruit and vegetables? No, **They don’t**. They **eat** fish.
- Olivia **likes** red roses. She **spends** a lot of time in her garden. **Does** she work in the garden every day? Yes, **she does**.

~ The simple present tense is used for:

1. Repeated actions or daily routines (usually with time expressions such as: every day, every week, every Monday, etc.)  
Example: She usually plays tennis at the weekend.

2. Permanent states.

Example: He works in an office.

3. General truths or laws of nature.

Example: The sun sets in the west.

**~ Time expressions used with simple present tense are:**

Every day/week/month/year, usually, always, etc.

every morning/afternoon/evening/night.

in the morning/afternoon/evening, at night,

on Mondays/Tuesdays, etc.

**~ Adverbs of Frequency**

We use adverbs of frequency with the simple present tense. They show us how often something happens and include the following:

<b>Never</b>	<b>often</b>
<b>Seldom/rarely</b>	<b>usually</b>
<b>Sometimes</b>	<b>always</b>

- a. Adverbs of frequency go before the main verbs in simple tenses (work, drink, etc.).**

e.g. I **usually work** on Saturdays.

They **never drink** coffee.

- b. But they go after the verb to be in simple tenses**

e.g. It **is often** cold in winter.

He **is always** late for work.

- c. Adverbs of frequency go after auxiliary verbs (can, do, etc.).**

e.g. He can **never** wake up before 10 o'clock.

**~ The formula of simple present tense:**

**A. Nominal Form**

Affirmative	: I/You/We/They + To Be (am/are) + Non Verb
	He/She/It + To Be (is) + Non Verb
Negative	: S + To Be (am/is/are) + NOT + Non Verb
Simple question	: To be + S + Non Verb

## B. Verbal Form

Affirmative	: S + V1 (s/es) + O
Negative	: S + DO/DOES + NOT + V1 + O
Interrogative	: DO/DOES + S + V1 + O?

For example:

Affirmative	Negative	Interrogative
<b>Water boils at 100<sup>0</sup> C.</b>	Water <b>doesn't boil</b> at 100 <sup>0</sup> C.	<b>Does</b> the water <b>boil</b> at 100 <sup>0</sup> C?
<b>Tina walks to school every day.</b>	Tina <b>doesn't walk</b> to school every day.	<b>Does</b> Tina <b>walk</b> to school every day?
<b>Penguins live in the Antarctic.</b>	Penguins <b>do not live</b> in the Antarctic.	<b>Do</b> penguins (they) <b>live</b> in the Antarctic?
<b>My father often drinks coffee.</b>	My father <b>doesn't often drink</b> coffee.	<b>Does</b> my father <b>often drink</b> coffee?
<b>Raisa and I are usually late for school.</b>	Raisa and I aren't usually late for school.	<b>Are</b> Raisa and I (we) <b>usually late</b> for school?

- **Passive Voice**

~ It is often used in business when the object of the action is more important than those who perform the action.

e.g. **Two hundred people are employed** by the company.

~ The Passive is formed: **Passive Subject + To Be + Past Participle**

**For Example:**

*Active* : clean (s)/see (s) etc.

*Passive* : am/is/are cleaned/seen etc.

Somebody **cleans** this room every day.

This room **is cleaned** every day.

- **I'm not often invited** to parties.

- How **is** this word **pronounced**?

~ If the agent is important (the person, company or thing that does the action), use "by"

**For Example:**

- **I take photos.**

**Photos are taken by me**

~ Only verbs that take an object can be used in the passive voice.

### **Helping Children Discover Their Own Identity**

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist them in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

What parents need to do is to respect the changes going on within their child's world, and respond appropriately to their changing needs. Here a close monitoring rather than control taking is essential.

This may sound like ideal advice; yet not all parents may agree with this. A parent who was raised in a democratic family atmosphere will certainly pass down the freedom he/she had enjoyed during childhood to his/her offspring. On the other hand, those who were brought up in a

conservative and authoritative family will inculcate traditional values to their children, restricting them by tightly abiding to what the parents believe to be the correct norms.

Clearly, a parent's family background will, exert a considerable influence in helping his/her children to learn both formally and informally. It is more likely that parents will consistently follow the mind-set they adopted from their father or mother if they think that it is beneficial. Today's parents, however, need to be aware that not all values and norms that their parents implanted in them during their childhood are compatible with modern reality. Things have changed considerably, and parents should take this into account.

It might, for example, be felt less relevant to impose traditional control over their children's conduct about what they need to do to attain academic achievement. However, most parents still cling to this, acting as if they are omniscient and know perfectly what is best for their children.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

Parents also should not exercise too much authority so as to overprotect their children to develop their potential to the fullest. Parental intervention, if it is done in an improper manner, can do more harm than good.

If not in accord with children's interests, parents' excessive intervention is seen by children as something that inhibits rather than facilitates their academic excursions. Parents may probably not realize that their children simply want them to stay in the background and to provide

whatever support and resources they need to venture out into the world.

This does not imply that intervention is not necessary. At the very young age when the influence of a peer group is extremely powerful, parents need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Evaries Rosita-Contributor/Jakarta

**Taken from *The Jakarta Post*, March 9, 2008**

**Task 1: With your partner, please identify the generic structures of the following hortatory exposition text.**

#### **School Uniform, another Good Lesson**

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniform. Their findings using 10<sup>th</sup> grade students showed that uniforms have no direct effect on "substance abuse, behavioural problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline

and helps to drive up academic standards, which is why a uniform is often adapted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatised as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

Adapted from: <http://www.idebatee.org>

Picture: <http://www.marsden-h.schools.nsw.edu.au>

1. Thesis = paragraph 1
2. Arguments = paragraph 2 – 4.
3. Suggestions = paragraph 5.

**Task 2: Put the verbs in the brackets into the present simple in pairs.**

This restaurant is called “Vienna”. Ten people 1) *..work..* (work) here. Julia Thomas is the owner. She 2) ..... (go) to the restaurant at four o’clock in the afternoon. The waiters 3) ..... (arrive) at half past four. They 4) ..... (set) the tables and 5) ..... (tidy) the kitchen. The chef, Pierre Rousseau, 6) ..... (come) at five o’clock. He 7) ..... (prepare) the food for the evening. The restaurant 8) ..... (open) at six o’clock. Many people 9) ..... (eat) here because the food is very good. The restaurant 10) ..... (close) at one o’clock in the morning, and at half past one Julia, the chef and the waiters 11) ..... (go) home.



## Answer Key

1. work 5. tidy 9. eat  
2. ~~go~~ goes 6. ~~come~~ comes 10. ~~close~~ closes  
3. arrive 7. prepares 11. go  
4. set 8. open opens

**Task 3:** With your partner, look at the sentences below carefully. Each sentence has a mistake only. Underline the incorrect words and write the correct words at the bottom of the incorrect words.

1. Diane wash her hair every other day or so.  
washes
2. Mike is a student, but he don't go to school right now because it's a holiday.  
doesn't
3. I wear a waterproof coat on rainy days. I am not have an umbrella.  
do not
4. Anna's brother can drives a truck.  
drive
5. The Smith go to Disney Land for the Summer Holiday.  
goes
6. Diane's father work as a lawyer.  
works
7. Every morning the sun shines in my bedroom window and wake me up.  
wakes
8. The car need fuel.  
needs
9. Cakra seldom wake up early on Sundays.  
wakes
10. Most animals kills only for food.  
kill

**Task 4: Please change the following active sentences into passive sentences.**

1. We play volleyball.
2. This big company employs two hundred people.
3. Mr. Jones watches the film.
4. The people speak English.
5. He reads comics.
6. My mother writes a letter for me.
7. They sing the song.
8. She does the housework.
9. The policemen help the children to cross the street.
10. He writes text messages.

**Answer:**

1. Volleyball is played by us.
2. Two hundred people are <sup>employed</sup> ~~employ~~ by this big company.
3. The film is <sup>watched</sup> ~~watch~~ by Mr. Jones.
4. English is spoken by the people.
5. Comics <sup>are</sup> ~~read~~ by ~~he~~ him.
6. A letter <sup>is</sup> ~~written~~ by my mother for me.
7. The song is <sup>sung</sup> ~~sing~~ by them.
8. The housework is done by ~~she~~ her.
9. The children are helped by the policeman to cross the street.
10. Text messages <sup>are</sup> ~~written~~ by him.

**Task 5: Please identify the language features of the following hortatory exposition text in pairs.**

### **Home Schooling**

Home schooling is an education system which provides child's main education programme at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education.

Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognising the lack of home schoolinng in the case of children's socialisation opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more

options to provide them opportunities to socialize with others.

Adapted from: <http://www.idebate.org>

Picture: <http://www.buzzle.com>

Answer:

1. Abstract Nouns: education, values,
2. Action Verbs: meet, hold, prepare
3. Passive Voice: there are some points that should be noticed from the home schooling.
4. Simple present tense:
  - a. Home schooling is an education.
  - b. It usually meets.

**Task 6: Please arrange the following jumbled paragraphs into a good hortatory exposition text in pairs.**

#### **Students' Cheating**

1. Therefore, school should consider cheating as a very serious problem. School board and administration should go hand to overcome this matter. Honesty must be put in school's vision. Harsh punishment must be applied to students who commit this crime.
2. Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many kinds of cheating that students do during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks make hand signals or go to rest rooms to get the answers from their friends.
3. Students' cheating is one of the biggest problems faced by teachers

nowadays.

4. In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

<http://englishahkam.blogspot.com/2012/09/teks-hortatory-exposition.html#.UK5zpVLhMrA>

**Answer:** 3 - 2 - 4 - 1

Name : Hammam Aulia

Absence Number : 7

### 1. Draft Writing

~ Topic : School Facility

~ Title : Library Facility

~ Goal Setting :

- What is one thing you can improve upon in this piece?
- What is a realistic goal for the end of your writing portfolio?
- What will you try to improve your writing skills?

a. writing skills and grammar.  
b. Improve<sup>ing</sup> my writing skills.  
c. practicing writing.

### ~ Drafting

Name: Hammam Aulia

### Library Facility

I am is student at SMA N 4 Yogyakarta, SMA N 4 Yogyakarta have Library, Library at SMA N 4 Yogyakarta have good Facility, but not have good maintenance, for example air conditions at library is risk but not have maintenance.

Library at SMA N 4 Yogyakarta also have complete stock of books, but the books of library is useless, because the reading habit of SMA N 4 Yogyakarta students, low, the reading habit of SMA N 4 Yogyakarta is important to increase, because reading is important to have knowledge.

Library Facility must have maintenance to increase Library comfortness, so the students of SMA N 4 Yogyakarta is interest to come at Library.



~ Reflecting on single pieces of writing

1. Why did you select this particular piece of writing?
2. What do you see as the special strengths of this work?
3. What have you learned about writing from your work on this piece?
4. Where did you get your idea (or ideas) for this piece?
5. How did you work on it? Describe the stages the piece went through, when and where you wrote.
6. What part of the process was hardest for you?
7. What was the easiest?
8. Did you ever get stuck when you were writing this piece? If so, what did you do?

1. because this topic is very interesting  
 2. my Arguments  
 3. writing skills, grammar, vocabulary, etc  
 4. from my brain and ~~the~~ <sup>the</sup> Library of SMA N 4 Yogyakarta condition.  
 5. when <sup>E</sup> english subject at school  
 6. all parts <sup>were</sup> ~~are~~ difficult.  
 7. answer <sup>these</sup> ~~this~~ questions.  
 8. yes, <sup>took a</sup> ~~resting~~.

## 2. Revising

Name: Hammam Aulia

## Library Facility

I am a student of SMA N 4 Yogyakarta. SMA N 4 Yogyakarta has a library. The library at SMA N 4 Yogyakarta has a good facility but it does not have a good maintenance, for example, the air conditioner at the library has broken but it has not been maintained.

The library at SMA N 4 Yogyakarta also has a complete stock of books, but the books ~~of~~ in the library are useless, because the reading habit of SMA N 4 Yogyakarta students is low. The reading habit of SMA N 4 Yogyakarta students is important to increase, because reading is important to ~~order~~ <sup>widen</sup> our knowledge.

The library ~~facility~~ must have a technician to maintain the facilities in order to increase library's comfortness. So, the students of SMA N 4 Yogyakarta have interest to come to the library.



### Reflecting on revision

a. What are you trying to say or show in this section?

I ~~try~~<sup>ing</sup> to show ... if my revision is <sup>correct</sup>.

b. What are you trying to do in this section?

revision <sup>2</sup>~~on~~ the wrong sentences.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

~~more~~ better.

### 3. Checking and Editing

#### ~ Reflection on Growth

a. One skill I could not perform very well but now I can is...

making ~~correct~~ paragraphs.

b. From reviewing this piece I learned... <sup>about</sup>

vocabulary <sup>ies</sup>, tenses, <sup>and</sup> making ~~correct~~ paragraphs.

c. The work would have been better if I spent more time on. <sup>learning english seriously</sup>

Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
writing skills.

## Cycle 2

**Task 1: Please read the following text carefully.**

### **Indonesia People Should Value all the Different Cultures to Promote Unity of the Nation**

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognise that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

**Source: <http://www.idebate.org>**

**Task 2: With your partner, please identify the generic structures and language features of the following hortatory exposition text.**

**Cultural Treasures Should Be Returned to Their Country of Origin**

Cultural treasures are important in the creation and maintenance of national identities. It represents the evidence of humans' origins and development, traditions and identity, artistic and scientific achievements. The treasures must be returned home to their place of origin based on the following reasons.

Firstly, cultural treasures should be displayed in the context in which they originated; only then can they be truly understood. Display of cultural treasures outside the country origin also turns modern citizens of those ancient regions unable to appreciate or look after their great artistic heritage.

Secondly, cultural treasures are crucial to the sense of certain people spiritually. They are spiritually anchored to most of these treasures. Some cultural treasures have religious and cultural associations for the area from which they were taken. To the descendants of their creators it is offensive to see aspects of their spiritually displayed for entertainment.

Thirdly, treasures from some cultural cite were often acquired illegally, for example through looting in war, under the force of imperial force, or by bribing officials to ignore the carrying away of sculptures from monuments they were meant to be guarding. Moreover, the fact that these cultural treasures were stolen means they need to be returned to their rightful owners.

Lastly, cultural treasures are a very important part of culture and identity of a particular nation. Generations will grow up to appreciate and learn about the significance of these artifacts. The past is very important. That is why people study history as a subject.

There is no doubt on the importance of these cultural treasures to its people. Therefore, the government should preserve the cultural treasures and demand the return of the treasures to the place of origin.

**Sources:** [http:// www.idebate.org](http://www.idebate.org) <http://pcwww.liv.ac.uk> <http://cpprot.te.verweg.com>

### Generic structure:

1. Thesis = paragraph 1.
2. Arguments = paragraph 2 - 4.
3. Suggestion = paragraph 5.

### Language features:

1. Abstract nouns = development  
achievements, culture.
2. Action verbs = appreciate, steal.
3. Connectives = firstly, secondly, thirdly,  
Lastly.
4. passive voice:  
Cultural treasures should be returned to  
their country of origin.
5. simple present tense:
  - Cultural treasures are important in the  
creation and maintenance of national  
identities.
  - Cultural treasures are crucial to the  
sense of certain people spiritually.

Name : Hamman Aulia.

Absence Number : 7

### 1. Draft Writing

- ~ Topic : We should be proud of our local culture  
 ~ Title : Indonesian Queue Culture  
 ~ Goal Setting :

- What is one thing you can improve upon in this piece?
- What is a realistic goal for the end of your writing portfolio?
- What will you try to improve your writing skills?

- a. grammar  
 b. Improve<sup>ing</sup> my writing skills.  
 c. practicing writing.

### ~ Drafting

Name: Hamman Aulia

### Indonesian Queue Culture

Queue is an activity to wait for their turn in order to make people become disciplined, but today's society such as culture has forgotten to queue and just thinking about themselves. Now, that culture is rare, but it is the culture that our ancestors taught us to discipline ourselves.

Profit of discipline is making our lives more organized to make our lives more comfortable and organized the community. The loss of losing culture of queue is irregular, more people are greedy and individualism, more selfish than others.

Now the culture of queueing has been abandoned, in order to create comfort and tidiness, then we queue the custom from now. preserve queue for safety, comfort, and orderly, so as to create sense of togetherness, tranquility and harmony with others.

~ Reflecting on single pieces of writing

1. Why did you select this particular piece of writing?
2. What do you see as the special strengths of this work?
3. What have you learned about writing from your work on this piece?
4. Where did you get your idea (or ideas) for this piece?
5. How did you work on it? Describe the stages the piece went through, when and where you wrote.
6. What part of the process was hardest for you?
7. What was the easiest?
8. Did you ever get stuck when you were writing this piece? If so, what did you do?

1. because people are rarely queue.
2. I have good arguments.
3. Grammar and Vocabulary.
4. From the Internet.
5. In the school when English lesson.
6. Use<sup>ing</sup> correct grammar and vocabulary.
7. Arranging arguments.
8. Yes, take a rest and sleeping.



## 2. Revising

Name: Hammam Aulja

Queueing CustomIndonesian Queue CultureQueueing

Queue is an activity to wait for their turn in order to make people become disciplined, but today's society such as culture has forgotten to queue and just think about themselves. Now, that culture is rare, <sup>found although</sup> but it is the culture that our ancestors <sup>has</sup> taught us to discipline ourselves.

The advantagesare

Profit of disciplines <sup>are</sup> making our lives more organized, making our lives more comfortable and organized the community. The loss of <sup>the custom</sup> ~~losing~~ culture of queue <sup>makes</sup> ~~is~~ irregular; more people <sup>become</sup> ~~are~~ greedy and, individualistic, <sup>and</sup> ~~more~~ selfish.

Now, the culture of queueing has been abandoned; In order to be comfortable and tidy, then we should preserve <sup>the custom of queueing</sup> ~~from now~~. Preserve <sup>the custom of</sup> ~~the custom of~~ queueing ~~are~~ for ~~being~~ safety, comfort, and order, so as to create the sense of togetherness, tranquility and harmony with others.

**Reflecting on revision**

a. What are you trying to say or show in this section?

I try to show if my revision is correct.

b. What are you trying to do in this section?

Correcting the mistakes.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

better.

**3. Checking and Editing****~ Reflection on Growth**

a. One skill I could not perform very well but now I can is...

better grammar.

b. From reviewing this piece I learned...

Vocabularies, tenses, and making correct paragraphs.

c. The work would have been better if I spent more time on... learning English. Therefore, one thing I still need to work on to make my portfolio becomes seriously perfect is... learning more about grammar and vocabulary.



~ Reflection towards Portfolio Assessment

a. What do you learn from writing by using portfolio assessment?

Writ~~t~~ing skills, Verbs, Grammar, making good paragraphs etc

b. What changes of your attitudes that you feel after writing by using portfolio assessment?

more careful When writing in ~~E~~nglish

c. Do you feel that writing by using portfolio assessment can improve your writing skills?

yes, sure my writing skill is improve by using portofolio~~o~~ assessment.

# APPENDIX H

## STUDENTS' GOAL SETTING SAMPLES

### Students' Goal Setting

The students' goal setting before writing the draft of a hortatory exposition text

Name	: R C Bayu A
Absence Number	: 09
<b>1. Draft Writing</b>	
~ Topic	: effect the effects of <sup>High</sup> technology
~ Title	: the effect from smart phone toward teenagers
~ Goal Setting :	
a.	What is one thing you can improve upon in this piece?
b.	What is a realistic goal for the end of your writing portfolio?
c.	What will you try to improve your writing skills?
a)	I want to improve my grammar skills.
b)	the realistic goal is improving my <sup>writing</sup> skills <del>to write</del>
c)	I will try to write every <sup>interesting</sup> <del>interesting</del> accident in my <sup>life</sup> <del>live</del> .

Name	: Diyah Isnaini Lamb
Absence Number	: 12
<b>1. Draft Writing</b>	
~ Topic	: Quality education.
~ Title	: Student should eat high protein meals
~ Goal Setting :	
a.	What is one thing you can improve upon in this piece?
b.	What is a realistic goal for the end of your writing portfolio?
c.	What will you try to improve your writing skills?
a.	Grammar.
b.	To be fluent in writing.
c.	Practicing writing and <sup>using</sup> <u>use</u> dictionary.

Name : Gerhana Adelia Christy.

Absence Number : 16.

### 1. Draft Writing

~ Topic : Where should be after high school?

~ Title : Law Study Programme.

~ Goal Setting : Goal

- What is one thing you can improve upon in this piece?
- What is a realistic goal for the end of your writing portfolio?
- What will you try to improve your writing skills?

a. Grammar & Organization.

b. For the social students in order to choose the right study programme after ~~S~~enior ~~H~~igh ~~S~~chool.

c. Practicing writing.

Name : Teradika Antoni

Absence Number : 19

### 1. Draft Writing

~ Topic : Where should be After High school

~ Title : Go to college after school? why not?

~ Goal Setting :

- What is one thing you can improve upon in this piece?
- What is a realistic goal for the end of your writing portfolio?
- What will you try to improve your writing skills?

a. i want to improve my grammar ~~skill~~ by writing this portfolio.

b. The realistic goal that i want to achieve is improving my writing skills and my grammar. ~~skill~~

c. I will try to write about something everyday to improve my writing skills.

# APPENDIX I

## STUDENTS' REFLECTION ON REVISION SAMPLES

### Students' Reflection on Revision

#### Reflecting on revision

a. What are you trying to say or show in this section?

I <sup>am</sup> trying to show better portfolio.

b. What are you trying to do in this section?

I ~~do~~ <sup>am</sup> revising sentences.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

I know better about grammar and ~~why~~ <sup>know how to</sup> I ~~expressing~~ <sup>should write</sup> what I think into sentences.

#### Reflecting on revision

a. What are you trying to say or show in this section?

to know some mistakes in my writing.

b. What are you trying to do in this section?

to revise my writing.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

Now, my writing is more tidy.

### Reflecting on revision

a. What are you trying to say or show in this section?

I ~~try~~<sup>ing</sup> to show ~~that~~ if my revision is <sup>correct</sup>.

b. What are you trying to do in this section?

revision<sup>2</sup> ~~the~~ wrong sentences.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

~~more~~ better.

### Reflecting on revision

a. What are you trying to say or show in this section?

I try to show ~~about~~ my writing ~~to~~ correctly.

b. What are you trying to do in this section?

I try to revise my writing.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

my writing was not same <sup>as</sup> ~~like~~ before.



### Reflecting on revision

a. What are you trying to say or show in this section?

<sup>am</sup> trying to show if my revision is correct.

b. What are you trying to do in this section?

revision ~~the~~ wrong spellings.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

~~more~~ better

### Reflecting on revision

a. What are you trying to say or show in this section?

The advantages of law study programme,

b. What are you trying to do in this section?

Rewrite my hortatory exposition <sup>text</sup>.

c. How has your writing changed compared with your writing before you know about portfolio assessment?

My new hortatory exposition <sup>text</sup> is much better than before.



**Reflecting on revision**

a. What are you trying to say or show in this section?

I'm trying to show that i'm not good at ~~write~~ grammar -

b. What are you trying to do in this section?

i'm trying to do a revision -

c. How has your writing changed compared with your writing before you know about portfolio assessment?

my writing get better and my grammar has improved when i know about Portfolio assessment.

# APPENDIX J

## STUDENTS' REFLECTION ON GROWTH SAMPLES

### Students' Reflection on Growth

#### ~ Reflection on Growth

a. One skill I could not perform very well but now I can is... ~~writing~~.

To ~~write~~ correctly.

b. From reviewing this piece I learned...

about ~~writing~~.

c. The work would have been better if I spent more time on... ~~diligent~~.

Therefore, one thing I still need to work on to make my portfolio becomes perfect is...

Rebuild its writing.

writing.

#### ~ Reflection on Growth

a. One skill I could not perform very well but now I can is... expressing my ideas into sentences.

b. From reviewing this piece I learned... <sup>about</sup> grammar ~~for~~ better than before.

c. The work would have been better if I spent more time on... <sup>searching sources to</sup> have <sup>much</sup> ~~too~~ <sup>references</sup> ~~match~~ <sup>references</sup> about this topic.

Therefore, one thing I still need to work on to make my portfolio becomes perfect is... <sup>make appropriate</sup> ~~fix~~ my grammar and ~~fix~~ sentences.

### ~ Reflection on Growth

- a. One skill I could not perform very well but now I can is... know more vocab.
- b. From reviewing this piece I learned...<sup>about</sup> grammar<sup>a</sup>.
- c. The work would have been better if I spent more time on...<sup>paying</sup> attention more on spelling.  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
learned<sup>ing</sup> grammar<sup>a</sup>.

### ~ Reflection on Growth

- a. One skill I could not perform very well but now I can is...  
making ~~correct~~ paragraphs.
- b. From reviewing this piece I learned...<sup>about</sup>  
vocabular<sup>ies</sup>, tenses<sup>and</sup>, making ~~correct~~ paragraphs.
- c. The work would have been better if I spent more time on. learn<sup>ing</sup> english seri<sup>ously</sup>  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
writing skills.

~ Reflection on Growth

- a. One skill I could not perform very well but now I can is...vocabulary<sup>is</sup> and tenses.
- b. From reviewing this piece I learned..about the corrected tenses.
- c. The work would have been better if I spent more time on...learned<sup>is</sup> tenses well  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...learned<sup>is</sup> tenses.

~ Reflection on Growth

- a. One skill I could not perform very well but now I can is...  
making correct Paragraphs.
- b. From reviewing this piece I learned...  
about Vocabulary<sup>is</sup>, tenses, Spellings
- c. The work would have been better if I spent more time on...learning english seriously  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
writing skills

### ~ Reflection on Growth

- a. One skill I could not perform very well but now I can is...  
- simple present tense.
- b. From reviewing this piece I learned <sup>about</sup> simple present tense and vocabulary.
- c. The work would have been better if I spent more time on... <sup>writing</sup>.  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is...  
my <sup>suggestion</sup>.

### ~ Reflection on Growth

- a. One skill I could not perform very well but now I can is...  
Arrange <sup>words</sup> ~~into~~ <sup>into</sup> a simple sentence.
- b. From reviewing this piece I learned... <sup>about</sup>  
Dividing words based on time and choosing conjunction in a sentence.
- c. The work would have been better if I spent more time on... <sup>read many references and find</sup>  
Therefore, one thing I still need to work on to make my portfolio becomes perfect is... <sup>a difficult</sup>  
to be more careful/accurate in arranging sentences and "connect" every sentences with correct conjunctions. <sup>word in dictionary.</sup>

# APPENDIX K

## STUDENTS' REFLECTION TOWARDS PORTFOLIO ASSESSMENT SAMPLES



### Students' Reflection towards Portfolio Assessment

#### ~ Reflection towards Portfolio Assessment

- a. What do you learn from writing by using portfolio assessment?  
I learn a lot from this portfolio. I learn how to arrange grammar, vocabulary, etc.
- b. What changes of your attitudes that you feel after writing by using portfolio assessment?  
I feel fun because I can improve my writing skills.
- c. Do you feel that writing by using portfolio assessment can improve your writing skills?  
Yes, I feel that writing by using portfolio assessment can improve my writing skills.

#### ~ Reflection towards Portfolio Assessment

- a. What do you learn from writing by using portfolio assessment?  
I learn that grammar is really important when we're arranging a hortatory exposition text. <sup>Moreover,</sup> And also, Punctuation is also important in every text.
- b. What changes of your attitudes that you feel after writing by using portfolio assessment?  
I become a patient-type of person <sup>b</sup> Because, writing a text need to be patient.
- c. Do you feel that writing by using portfolio assessment can improve your writing skills?  
Yes, I do. Because we need to open our mind and master vocabulary and grammar.



~ Reflection towards Portfolio Assessment

- a. What do you learn from writing by using portfolio assessment?

Writing skill, Verb, Grammar, ect.

- b. What changes of your attitudes that you feel after writing by using portfolio assessment?

more careful in making sentences

- c. Do you feel that writing by using portfolio assessment can improve your writing skills?

Yes, miss! :) )

~ Reflection towards Portfolio Assessment

- a. What do you learn from writing by using portfolio assessment?

I learn <sup>more</sup> about grammar <sup>and</sup> vocabulary.

- b. What changes of your attitudes that you feel after writing by using portfolio assessment?

I can be better on grammar and vocabulary.

- c. Do you feel that writing by using portfolio assessment can improve your writing skills?

Yes, I do.

~ Reflection towards Portfolio Assessment

a. What do you learn from writing by using portfolio assessment?

I learn to be <sup>more</sup> focus on every <sup>practice</sup> writing.

b. What changes of your attitudes that you feel after writing by using portfolio assessment?

To <sup>b</sup>be more focus on writing.

c. Do you feel that writing by using portfolio assessment can improve your writing skills? Yes, I do.

~ Reflection towards Portfolio Assessment

a. What do you learn from writing by using portfolio assessment?

grammar and vocabulary.

b. What changes of your attitudes that you feel after writing by using portfolio assessment?

I want to learn more about grammar and vocabulary.

c. Do you feel that writing by using portfolio assessment can improve your writing skills?

yes, I do.

~ Reflection towards Portfolio Assessment

a. What do you learn from writing by using portfolio assessment?

writing skills, verbs, Grammar, making good paragraphs etc

b. What changes of your attitudes that you feel after writing by using portfolio assessment?

more careful when writing in English

c. Do you feel that writing by using portfolio assessment can improve your writing skills?

yes, sure my writing skill is improve by using portfolio assessment.

~ Reflection towards Portfolio Assessment

a. What do you learn from writing by using portfolio assessment?

from this piece i learned how to arrange a word in English. Correctly

b. What changes of your attitudes that you feel after writing by using portfolio assessment?

after writing this work i became more diligent to learn about vocabulary.

c. Do you feel that writing by using portfolio assessment can improve your writing skills?

Yes, i do.

# APPENDIX L

## STUDENTS' WRITING SCORES

**Students' Score of Task 1**

No	Name	Code	Content			Organization			Vocabulary			Language Use			Mechanics			Total
			R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1.	Cyntia Ratna Ayu Ariani	S1	2	3	2,5	3	3	3	3	3	3	3	2	2,5	3	3	3	14
2.	Kurnia Fajar Ramadhani	S2	2	2	2	2	3	2,5	2	3	2,5	2	3	2,5	3	2	2,5	12
3.	Yustisi Suci Widiaputri	S3	3	3	3	2	3	2,5	3	3	3	3	3	3	2	3	2,5	14
4.	Ardhi Cahya Ramdhan	S4	2	3	2,5	2	3	2,5	3	2	2,5	3	2	2,5	3	2	2,5	12,5
5.	Dwi Nugroho Tejo W.	S5	3	3	3	2	2	2	2	3	2,5	2	3	2,5	3	3	3	13
6.	Ardiansyah Budi Pratama	S6	2	2	2	2	3	2,5	2	2	2	3	2	2,5	2	3	2,5	11,5
7.	Hammam Aulia	S7	2	2	2	2	2	2	2	2	2	3	2	2,5	2	3	2,5	11
8.	Muhamad Budi Ibrahim	S8	3	3	3	3	3	3	3	3	3	3	2	2,5	3	3	3	14,5
9.	Rahma Candra Bayu N.	S9	3	3	3	3	2	2,5	2	2	2	2	2	2	3	2	2,5	12
10.	Retno Widiastuti	S10	3	3	3	3	2	2,5	2	3	2,5	2	2	2	2	2	2	12
11.	Agista Sovia Paramadina	S11	3	3	3	2	3	2,5	3	3	3	3	2	2,5	3	3	3	14
12.	Diyah Isnaini Lanti	S12	3	3	3	3	3	3	3	2	2,5	2	2	2	3	3	3	13,5
13.	Purnamaningtyas K. D.	S13	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
14.	Riva Listyaningsih	S14	2	3	2,5	2	3	2,5	3	2	2,5	3	2	2,5	2	3	2,5	12,5



**Students' Score of Task 2**

No	Name	Code	Content			Organization			Vocabulary			Language Use			Mechanics			Total
			R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1.	Cyntia Ratna Ayu Ariani	S1	4	3	3,5	4	4	4	3	3	3	3	3	3	3	3	3	16,5
2.	Kurnia Fajar Ramadhani	S2	4	3	3,5	4	3	3,5	3	3	3	4	3	3,5	3	3	3	16,5
3.	Yustisi Suci Widiaputri	S3	4	4	4	4	3	3,5	3	3	3	3	3	3	3	3	3	16,5
4.	Ardhi Cahya Ramdhan	S4	3	3	3	3	3	3	3	3	3	3	2	2,5	3	2	2,5	14
5.	Dwi Nugroho Tejo W.	S5	3	3	3	4	3	3,5	3	3	3	2	3	2,5	3	3	3	15
6.	Ardiansyah Budi Pratama	S6	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2,5	14,5
7.	Hammam Aulia	S7	2	3	2,5	3	3	3	3	3	3	2	3	2,5	3	2	2,5	13,5
8.	Muhamad Budi Ibrahim	S8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
9.	Rahma Candra Bayu N.	S9	2	3	2,5	3	3	3	4	3	3,5	3	3	3	3	3	3	13,5
10.	Retno Widiastuti	S10	3	3	3	3	3	3	3	2	2,5	2	3	2,5	3	2	2,5	13,5
11.	Agista Sovia Paramadina	S11	3	3	3	3	3	3	3	3	3	3	2	2,5	3	3	3	14,5
12.	Diyah Isnaini Lanti	S12	4	3	3,5	4	3	3,5	3	3	3	4	3	3,5	3	4	3,5	17
13.	Purnamaningtyas K. D.	S13	2	3	2,5	3	3	3	4	3	3,5	2	3	2,5	3	2	2,5	14
14.	Riva Listyaningsih	S14	3	3	3	3	3	3	3	3	3	3	2	2,5	2	3	2,5	14





# APPENDIX M

## STUDENTS' WRITINGS SAMPLES

## Students' Writing

### 1. The writing of S4

#### a. The student's draft of Task 1 after getting feedback.

Name: Ardhi Cahya Ramdhan

### Where Should Be after High School?

Fact, Students often doubt about their future. Where should be after High school? The examination result will be publicly enounced in short time. Euphoria will flood for those who get succes. In the other view, it will be sorry to hear that there are some of them dont succes in their national final exam. For those who succeed soon will think to decide: where will they be after graduating high school? For actually, it will be easy to decide for those has been arranged and thought earlier but for there haven't planed yet, it will be confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long and many cost? But the better option that is fine choice to continuing study. Continuing study as seek seeking job possible but it will hard for them. Study in university needs time to spend especially in first year. Its true because they have to adapt a lot of things in new high school.

Not continuing study and direct to work? Its can be alternative if ~~the~~ theman wish like it. But the career not recommended it because senior high school serterificat is not high too job world. Its will hard for search job.

The best way is continuing study in university because education will much better and future for working is fine.

Opportunity to studying and working possible for high graduate quality. Students must search information carefully and make decide fine for their future.

## b. The student's writing of Task 1 after revising and editing

Ardhi Cahya Ramdhan

Where <sup>s</sup> Should <sup>b.</sup> ~~be~~ <sup>Senior</sup> after High School?

In fact, students often doubt about their future. Where should be after <sup>Senior</sup> high school? The examination result will be publicly announced in the near future. Euphoria will flood for those who get success. Besides, it will be sorry to hear that there are some of them do not succeed in their national exam. For those who succeed soon will think to decide where will they be after graduating <sup>Senior</sup> high school. For <sup>actually</sup>, it will be easy to decide for those <sup>who have</sup> been arranged and thought earlier but for those <sup>who</sup> have not planned yet, it will be confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long they and how <sup>much</sup> many cost? ~~But~~ The writer's opinion says, it will be a good choice <sup>possible</sup> ~~but~~ it will be hard for them. Studying <sup>at</sup> university needs time to spend especially in the first year. It's true because they have to adapt a lot of things in higher education. Not continuing study and <sup>choosing</sup> ~~direct~~ to work can be an alternative if someone likes it. ~~But~~ The writer does not recommend it because <sup>Senior</sup> high school certificates are not worth enough in <sup>the</sup> job world. It will be hard to <sup>seek</sup> ~~search~~ a job.

The best way to continue study is in university because the education will be much better and there <sup>are a lot of</sup> ~~are~~ changes to get a good job. ~~fine~~ The opportunity to study and work is possible for a high school qualified graduate. Students must search for information carefully and make a decision ~~time~~ for their future.

Score:

Aspects	Researcher	Collaborator
Content	2	3
Organisation	2	3
Vocabulary	3	2
Language Use	3	2
Mechanics	3	2
Total	13	12

## c. The student's draft of Task 2 after getting feedback

Name: Ardhi Cahya Ramdhan

### Javanese Attitudes Culture

In Java, especially in DIY, attitude is the most important thing. Javanese attitude is a rule that arrange our attitude to other people. For example, we must use krama language for older people, shake hands when we want to leave the house, and many other. But now Javanese attitude has been left by Java people. Now Javanese prefer western do that. Use the people who not respect Javanese attitude that leave Javanese attitudes. If we don't do something that can fix this condition, it can be big problem.

Javanese attitude culture has been disappeared. Look at the youngsters, they talks impolitely to the older people. They do as they bliss. Even they use impolite utterances. In the school, their attitudes are getting worse. Almost all of the student use impolite utterances. They do not respect each other, sometimes they even do not respect the teacher. Of course, this condition is very bad. Look at their relationship, they act and speak impolitely.

I think we must introduction to our selves and preserve Javanese attitudes to our selves and leave the bad attitude. So we can have a good relationship with children, friends, and the older people. So lets start to preserve the Javanese attitude.





## 1. The writing of S20

## a. The student's draft of Task 1 after getting feedback.

Name: Farchah Mubarakah

Facilities Library

I am student of SMA N 4 Yogyakarta. It has a school library. I like to go to school library because for do task. But in the library school not have yet complete facility.

First, in the library does not complete books. Some times I search books that I need, but the books not yet at book shelf.

Second, the books in the library not sober enough. So make us difficult for search the books.

Third, computer in the library not much. whereas computer very important for student for help them to do work.

Fourth, Sometime wifi unable to use. where as wifi very need to search reference.

Should the school make a complete facilities for the library. So that students being helped at doing many assignment, and make them to be keen on visiting library, even for borrow something book or other.

b. The student's writing of Task 1 after revising and editing

Farchah Mubarakah

Library Facilities

I am a student of SMA N 4 Yogyakarta. <sup>The school</sup> It has ~~a~~ school library. I like to go to <sup>the</sup> school's library because of doing tasks. <sup>However,</sup> But the facilities in the school's library are not complete yet.

First, the library does not have complete books. Sometimes, I search <sup>for</sup> books that I need, but the books do not exist at <sup>the</sup> book shelves.

Second, the books in the library are not tidy enough. So it makes us difficult to search <sup>for</sup> the books.

Third, <sup>there are a few</sup> computers in the library ~~are not a lot~~. whereas computers are very important for students to help them to do <sup>some</sup> ~~work~~ <sup>tasks</sup>.

Fourth, Sometimes wifi is unable to use. ~~where as~~ whereas wifi is very needed to search references.

The school should make complete facilities for the library. So <sup>th</sup> ~~that~~ students are helped to do many assignments, and ~~books~~ <sup>to</sup> make them to ~~be~~ keen on visiting library, even for borrowing books or others.

Score:

Aspects	Researcher	Collaborator
Content	2	2
Organisation	3	3
Vocabulary	2	3
Language Use	3	2
Mechanics	2	2
Total	12	12



c. The student's draft of Task 2 after getting feedback.

Name : Farchah Mubarakah

### Traditional Games For Kids

Our country has so many various cultures which are really good and needed to be preserve . Such as traditional dance , song , language , and also traditional games.

Traditional games are games for kids that is existed and created since long time ago and also played by some people that is completed by some music, movements and some rules.

However in this modern era technology is more developed and traditional games has been disappeared. It is because a lot of the emergence of sophisticated gadgets like tablet has so many games applications which is more interesting and easier to play for a games. Besides, this gadgets can be carried everywhere, while traditional games need many members, in certain areas, and can be played at certain times.

But, we know the traditional games have so many positive benefits. First, to train co-operation, because it takes some people to be a group, so it can improve the cooperation in the group. For example : "Go bak sador" and "bakiak".

Second, honestly in playing the games we cannot do cheating, mean while in the gadgets, we are allowed to do it.

Third, one, is we need to concentrate in a traditional games, we have to be focus on our enemy and we should not be complacent, otherwise, in gadget we can pause the game, so our focus could be divided.

Fourth, leadership for example "phitik-phitikan", in this game we as a hen should lead and protect our chicks.

Fifth, traditional games can make us health, and improve our balance because inside the game we are required to run, to be careful and to be accurate. Beside gadget has a dangerous radiation and also it can damage our eyes.

The last is social life, in a traditional game, we are required to communicate at each other so it also can improve our social life for the future.

So, parents should assist their children to keep preserve or even develop the existing traditional games because there are so many advantages of traditional games and also as the form of cultural preservation.



## d. The student's writing of Task 2 after revising and editing

Name: Farchah Mubarakah

### Traditional Games For Kids

Our country has so many various cultures which are really good and needed to be preserved. Such as traditional dances, songs, languages, and also traditional games.

Traditional games are games for kids that <sup>are</sup> existed and created since long time ago and also played by some people that <sup>are</sup> completed by some music, movements and some rules.

However, in this modern era, technology is more developed and traditional games have been disappeared. It is because a lot of the emergence of sophisticated gadgets like tablet has so many games applications which <sup>are</sup> more interesting and easier to play ~~for a~~ game. Besides, <sup>these</sup> ~~this~~ gadgets can be carried everywhere, while traditional games need many members, in certain areas, and can be played at certain times.

~~However~~ <sup>But</sup>, we know the traditional games have so many positive benefits. First, to train co-operation, because it takes some people to be <sup>in</sup> a group, so it can improve the cooperation in the group. For example: "Go bak sador" and "bakiak".

Second, honestly in playing the games we cannot do cheating, mean while in the gadgets, we are allowed to do it.

Third, ~~one is~~ we need to concentrate in a traditional games, we have to be focus on our enemy and we should not be complacent, otherwise, in gadgets we can pause the game, so our focus could be divided.

Fourth, leadership for example "phitik-phitikan", in this game we <sup>are</sup> as a hen should lead and protect our chicks.

Fifth, traditional games can make us health, and improve our balance because inside the game we are required to run, to be careful and to be accurate. Besides, <sup>a</sup> gadget has a dangerous radiation and also it can damage our eyes.

The last is social life, in a traditional game, we are required to communicate <sup>with</sup> ~~at~~ each other so it also can improve our social life for the future.

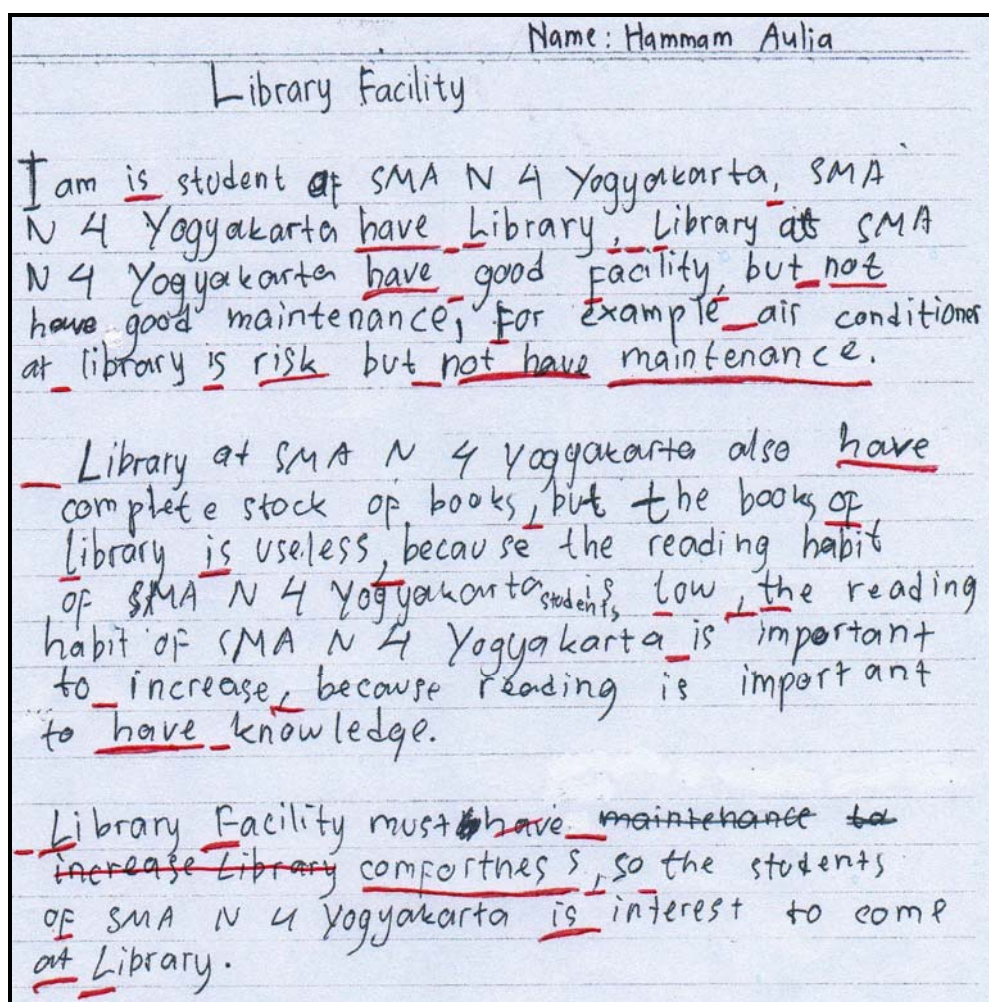
So, parents should assist their children to keep preserve or even develop the existing traditional games because there are so many advantages of traditional games and also as the form of cultural preservation.

Score:

Aspects	Researcher	Collaborator
Content	3	3
Organisation	3	3
Vocabulary	3	3
Language Use	2	3
Mechanics	3	2
Total	14	14

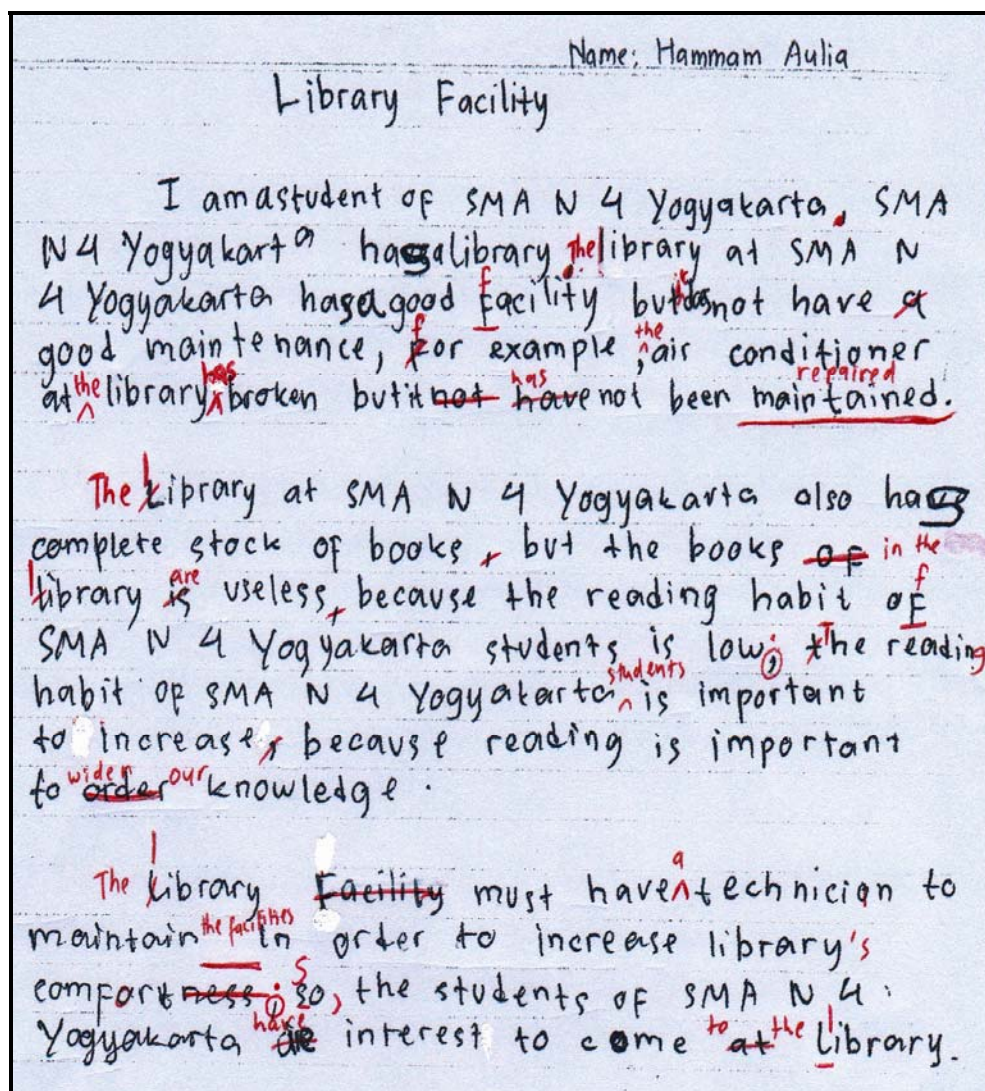
### 1. The writing of S7

a. The student's draft of Task 1 after getting feedback.





b. The student's writing of Task 1 after revising and editing



Score:

Aspects	Researcher	Collaborator
Content	2	2
Organisation	2	2
Vocabulary	2	2
Language Use	3	2
Mechanics	2	3
Total	11	11



c. The student's draft of Task 2 after getting feedback.

Name: Hamman Aulia

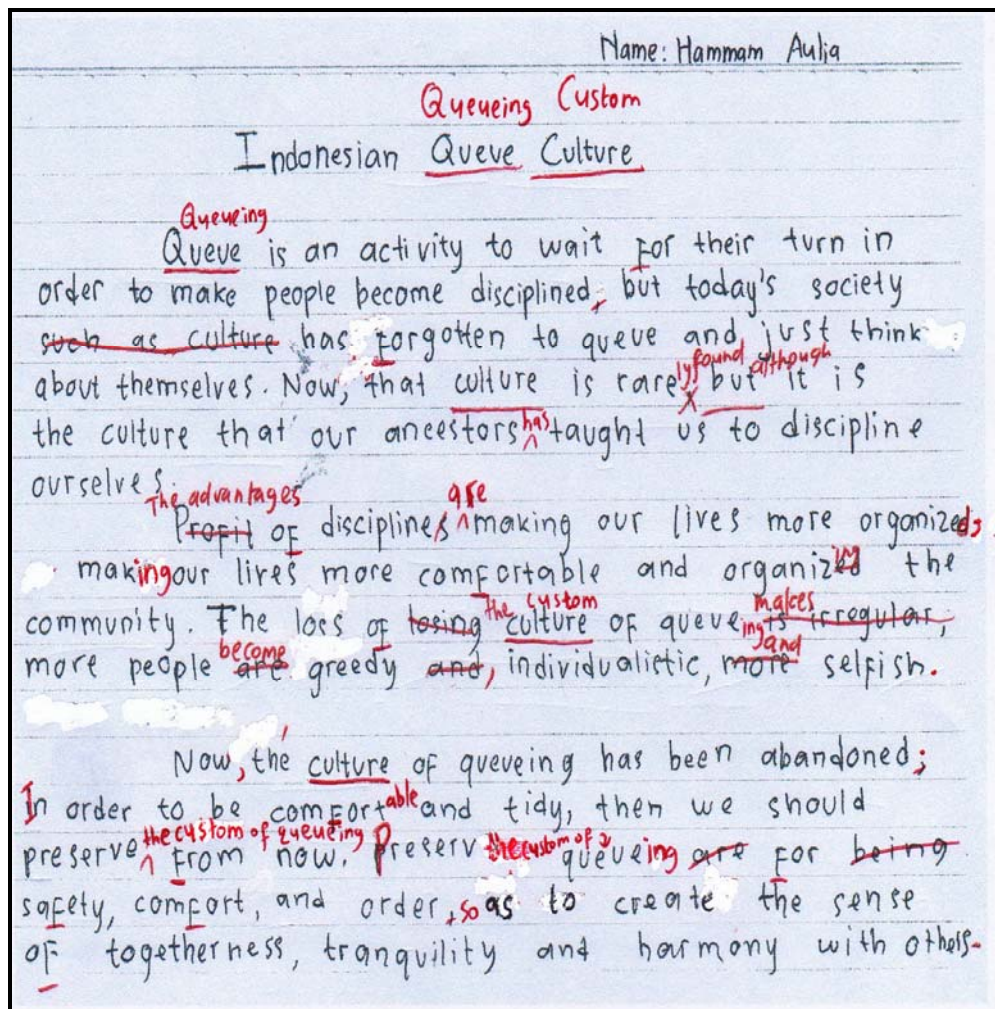
## Indonesian Queue Culture

Queue is an activity to wait for their turn in order to make people become disciplined, but today's society ~~such as~~ ~~culture~~ has forgotten to queue and just thinking about themselves. Now, that culture is rare, but it is the culture that our ancestors taught us to discipline ourselves.

Profit of discipline is making our lives more organized to make our lives more comfortable and organized the community. The loss of ~~losing~~ culture of queue is irregular, more people ~~are~~ greedy and individualism, ~~more~~ selfish than others.

Now the culture of queueing has been abandoned, in order to create comfort and tidiness, then we queue ~~the custom~~ from now. preserve queue for safety, comfort, and orderly. so as to create sense of togetherness, tranquility and harmony with others.

d. The student's writing of Task 2 after revising and editing



Score:

Aspects	Researcher	Collaborator
Content	2	3
Organisation	3	3
Vocabulary	3	3
Language Use	2	3
Mechanics	3	2
Total	13	14



## 1. The writing of S19

## a. The student's draft of Task 1 after getting feedback.

Name: Teradika Antoni

### Go To a College? Why not?

In this era, education become the most important thing in life. Many Parents think that their children must go to school. So they can have a knowledge. Even though, you can get knowledge everywhere such as internet and reads many book. School is a formal way to get a knowledge. Starting from kindergarten, elementary school, junior high school, senior high school and college. That's an arrangement for an education. But, many people confused where they should go after school. Should they go to work? or continue their study?

Actually, there are several reasons why people don't continue their study. Mostly, it's about economic factor. But, government already prepare a scholarship for those who have a good achievement. And also, a fund/support for those who don't have any money. Here are some reasons why we must continuing our study to the college.

First, college is a formal way to gain a knowledge. Because, college is already recognized by government. And college can give you a title and certificate so you can recognized by people as a person who passed a college.

Second, people measure about a skillfull person is based on the study that they achieve. So, this reason become the base why people go to a college. In Reality, people need a person who have a high study and certificate.

Third, go to college can make you have so many friends and relationship. And also, go to college will make you have an experience about the study in a college. This can make you have base to run a life.

That's the reason why we should go to a college after high school. Because, we can get a work more easily because the real world measure the people based on a certificate. I suggest that we must go to a college after high school because when we are go to a college, we can get knowledge formally, get many friends and make many relationship.

## b. The student's writing of Task 1 after revising and editing

Name: Teradika Antoni

## Go To a College? Why not?

In this era, education becomes the most important thing in life. Many ~~Parents~~<sup>P</sup> think that their children must go to school. So, they can have ~~a~~<sup>e</sup> knowledge. Even though you can get knowledge everywhere such as internet and ~~reads~~<sup>e</sup> many books. School is a formal way to get knowledge. Starting from ~~Kindergarten~~<sup>e</sup>, ~~Elementary~~<sup>e</sup> school, ~~junior~~<sup>e</sup> High School, ~~senior~~<sup>e</sup> High School and College. ~~That~~<sup>Those</sup> ~~is~~<sup>are</sup> the arrangement for ~~an~~<sup>our</sup> education, but many people ~~confuse~~<sup>are</sup> where they should go after school? Should they go to work? or continue their study?

Actually, there are several reasons why people do not continue their study. Mostly, ~~it is~~<sup>it is</sup> about economic factor, ~~but~~<sup>Actually,</sup> government already prepares ~~a~~<sup>a</sup> scholarship for those who have a good achievement. ~~And also~~<sup>a</sup> fund supports for those who do not have much money. Here are some reasons why we must continue our study to the college.

First, college is a formal way to gain knowledge, because college is already recognized by ~~the~~<sup>the</sup> government. ~~And~~<sup>And</sup> college can give a title and certificate so you can recognized by people as a person who passed a college.

Second, people measure about a skillfull person is based on the study that they achieve. So, this reason becomes the base why people go to a college. In Reality, ~~people~~<sup>many companies</sup> need a person who have a high level education and also certified.

Third, ~~go to~~<sup>go to</sup> a college can make you have so many friends and relationships. ~~And also, go ing~~<sup>to</sup> to college will make you have an experience about the study in a college. This can make you have base to run your life.

These are the reasons why we should go to a college after ~~high school~~<sup>senior high school</sup>. Because, we can get a job more easily because the real world measure the people based on ~~a~~<sup>their</sup> certificate. I suggest that we must go to a college after ~~high school~~<sup>senior high school</sup> because when we go to a college, we can get knowledge formally, get many friends and make many relationships.

Score:

Aspects	Researcher	Collaborator
Content	4	4
Organisation	4	3
Vocabulary	3	3
Language Use	3	3
Mechanics	2	3
Total	16	16



c. The student's draft of Task 2 after getting feedback.

Name: Teradika Antoni

### Dissipation of traditional music in Indonesia

Traditional music become one of our unique culture. Each regions in Indonesia have their own traditional music which it's different from each other. This traditional music become an identity of each regions. For example: Javanesse music has slower tempo, than Balinesse music. This example of music indicates that every regions have their own traditional music whether from it's lyrics, tempo, or notes.

But, traditional music slowly vanished and replaced by music from other country in this modern era. Many people leave traditional music and started to absorb the music from foreign country. This will make one of our culture vanished. So, as a young generation from indonesian people, we must preserving our traditional music in order to keep it "live".

First, socialitation of traditional music must be held. Because, this will make people know about their own traditional music and make them proud for their culture. We can do this by introducing traditional music from school.

Second, we can held some art show for traditional music. So, people can know about their traditional music. Beside that, this will improve the creativity of people about traditional music. And, this will also keep traditional music alive.

Last, it's alright to absorb foreign music, but we can't leave traditional music. Therefore, we can combine traditional music and foreign music. Even though it's not 100% traditional music. At least, we know about traditional music. It's even better if we try to preserve traditional music.

Traditional music is one of our culture in Indonesia. Because, traditional music become a heritage from our ancestor. So, as a next generation, we should preserve our traditional music to keep it as our heritage.

d. The student's writing of Task 2 after revising and editing.

Name: Teradika Antoni

### Dissipation of Traditional Music in Indonesia

Traditional music becomes one of our unique culture. Each region in Indonesia has their own traditional music which ~~it~~ is different from each other. This traditional music becomes an Identity of each region. For example, Javanese music has slower tempo than Balinese music. This example of music indicates that every region has their own traditional music whether from ~~it~~ <sup>its</sup> lyrics <sup>or</sup> tempos ~~or~~ notes.

~~However~~ But, traditional music slowly vanished and replaced by music from other country. In this modern era, many people leave traditional music and start to absorb the music from foreign country. This will make one of our culture vanished. So, ~~As~~ a young generation ~~from~~ <sup>of</sup> Indonesian people, we must preserve our traditional music in order to keep it "alive".

First, socialisation of traditional music must be held. ~~Because, this~~ <sup>it</sup> will make people know about their own traditional music and make them proud ~~for~~ <sup>of</sup> their culture. We can do this by introducing traditional music from school.

Second, we can ~~held~~ <sup>hold</sup> some art shows for traditional music. So, people can know about their traditional music. Besides ~~that~~ <sup>it</sup>, this will improve the creativity of people about ~~their~~ traditional music. ~~And this~~ <sup>it</sup> will also keep traditional music alive.

Last, it is alright to absorb foreign music, but we can not leave traditional music. Therefore, we can combine traditional music and foreign music. Even though it is not 100% traditional music. At least, we know about traditional music. It is even better if we try to preserve traditional music.

Traditional music is one of our culture in Indonesia. Because, traditional music becomes a heritage from our ancestors. So, as the next generation, we should preserve our traditional music to keep it as our heritage.

Score:

Aspects	Researcher	Collaborator
Content	4	4
Organisation	4	3
Vocabulary	3	4
Language Use	4	3
Mechanics	4	4
Total	19	18

# APPENDIX N

## ATTENDANCE LIST

### Attendance List

No.	NIS	Nama Siswa	12 Jan '13	15 Jan '13	19 Jan '13	22 Jan '13	26 Jan '13
1.	13491	Cyntia Ratna Ayu Ariani	√	√	√	√	√
2.	13494	Kurnia Fajar Ramadhani	√	√	√	√	S
3.	13516	Yustisi Suci Widiaputri	√	√	√	√	S
4.	13521	Ardhi Cahya Ramdhan	√	√	√	√	√
5.	13526	Dwi Nugroho Tejo Wibowo	√	√	√	√	√
6.	13558	Ardiansyah Budi Pratama	√	√	√	√	√
7.	13568	Hammam Aulia	√	√	√	√	√
8.	13572	Muhamad Budi Ibrahim	√	√	√	√	√
9.	13577	Rahma Candra Bayu Nugroho	√	√	√	√	√
10.	13578	Retno Widiastuti	√	√	√	√	√
11.	13586	Agista Sovia Paramadina	√	√	√	√	√
12.	13596	Diyah Isnaini Lanti	√	√	√	√	√
13.	13608	Purnamaningtyas Kusuma Dewi	√	√	√	√	√
14.	13612	Riva Listyaningsih	S	√	√	√	S
15.	13626	Bimo Prasetya	√	√	√	√	√
16.	13632	Gerhana Adelia Christy	√	√	√	√	√
17.	13637	Made Lanang Ray Widyatmika	√	√	√	√	√
18.	13642	Paskalis Optito Satria	√	√	√	√	√
19.	13650	Teradika Antoni	√	√	√	√	√
20.	13601	Farchah Mubarakah	√	√	i	√	√
21.	13662	Fitri Nur Haryati	√	√	√	√	i
22.	13665	Grovena Rosalia Hartono	√	√	√	√	i
23.	13677	Ryzki Amelia	√	√	√	√	√

### Attendance List

No.	NIS	Nama Siswa	29 Jan '13	02 Feb '13	05 Feb '13	09 Feb '13	12 Feb '13
1.	13491	Cyntia Ratna Ayu Ariani	√	√	√	S	√
2.	13494	Kurnia Fajar Ramadhani	√	√	√	√	√
3.	13516	Yustisi Suci Widiaputri	√	√	√	√	√
4.	13521	Ardhi Cahya Ramdhan	√	√	√	√	S
5.	13526	Dwi Nugroho Tejo Wibowo	√	√	√	√	√
6.	13558	Ardiansyah Budi Pratama	√	√	√	√	√
7.	13568	Hammam Aulia	S	√	√	√	√
8.	13572	Muhamad Budi Ibrahim	√	√	√	√	√
9.	13577	Rahma Candra Bayu Nugroho	√	√	√	√	√
10.	13578	Retno Widiastuti	√	√	√	√	√
11.	13586	Agista Sovia Paramadina	√	√	√	√	√
12.	13596	Diyah Isnaini Lanti	√	√	√	√	√
13.	13608	Purnamaningtyas Kusuma Dewi	√	√	√	√	√
14.	13612	Riva Listyaningsih	√	√	√	i	√
15.	13626	Bimo Prasetya	√	√	√	√	√
16.	13632	Gerhana Adelia Christy	√	√	√	√	√
17.	13637	Made Lanang Ray Widyatmika	√	√	S	√	√
18.	13642	Paskalis Optito Satria	√	√	√	√	S
19.	13650	Teradika Antoni	√	√	i	√	√
20.	13601	Farchah Mubarakah	√	√	√	√	√
21.	13662	Fitri Nur Haryati	i	i	√	√	√
22.	13665	Grovena Rosalia Hartono	i	i	√	√	√
23.	13677	Ryzki Amelia	√	√	√	√	√

### Attendance List

No.	NIS	Nama Siswa	16 Feb '13	23 Feb '13
1.	13491	Cyntia Ratna Ayu Ariani	√	√
2.	13494	Kurnia Fajar Ramadhani	√	√
3.	13516	Yustisi Suci Widiaputri	√	√
4.	13521	Ardhi Cahya Ramdhan	√	√
5.	13526	Dwi Nugroho Tejo Wibowo	√	√
6.	13558	Ardiansyah Budi Pratama	√	√
7.	13568	Hammam Aulia	√	√
8.	13572	Muhamad Budi Ibrahim	√	√
9.	13577	Rahma Candra Bayu Nugroho	√	√
10.	13578	Retno Widiastuti	√	√
11.	13586	Agista Sovia Paramadina	√	√
12.	13596	Diyah Isnaini Lanti	√	S
13.	13608	Purnamaningtyas Kusuma Dewi	√	√
14.	13612	Riva Listyaningsih	√	S
15.	13626	Bimo Prasetya	√	√
16.	13632	Gerhana Adelia Christy	√	√
17.	13637	Made Lanang Ray Widyatmika	√	√
18.	13642	Paskalis Optito Satria	√	√
19.	13650	Teradika Antoni	√	√
20.	13601	Farchah Mubarakah	√	√
21.	13662	Fitri Nur Haryati	√	√
22.	13665	Grovena Rosalia Hartono	√	√
23.	13677	Ryzki Amelia	√	√

# APPENDIX O

## PHOTOGRAPHS



## PHOTOGRAPHS



The researcher explained everything about portfolio assessment and what the students' should do regarding to the portfolio assessment. After that, the researcher also explained about the generic structures and language features used in a hortatory exposition text.



The students identified the generic structures and language features of a hortatory exposition text in pairs.



The students were busy to write their draft of a hortatory exposition text in the drafting stage.



The researcher helped the student to explored his ideas.



The researcher gave feedback to the students' writing.



The student revised her writing based on the correction given by the researcher.



The students did some reflections seriously.



The researcher had an interview with the students in order to get the student's opinions about the use of portfolio assessment.



The researcher conducted an interview with the English teacher (collaborator) about the implementation of the actions.



The researcher and the collaborator moved around the classroom to make sure that each student did writing activity.

# APPENDIX P

## LETTERS





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/03-01  
10 Jan 2011

Nomor : 47a/UN.34.12/PP/I/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

2 Januari 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Students' Writing Skills by Using Portfolio Assessment to Grade XI Students of SMA Negeri 4 Yogyakarta in the Academic Year of 2012/2013*

Mahasiswa dimaksud adalah :

Nama : PETET WIDYANINGRUM PUSPITASARI  
NIM : 08202244018  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari – Maret 2013  
Lokasi Penelitian : SMA Negeri 4 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP-19670704 199312 2 001

Tembusan:  
SMA Negeri 4 Yogyakarta



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/52/V/1/2013

Membaca Surat : Dekan Fak. Bahasa & Seni UNY Nomor : 47a/UN.34.12/PP/II/2013  
Tanggal : 02 Januari 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : PETET WIDYANINGRUM PUSPITASARI NIP/NIM : 08202244018  
Alamat : Karangmalang Yogyakarta  
Judul : IMPROVING STUDENTS' WRITING SKILLS BY USING PORTFOLIO ASSESSMENT TO GRADE XI STUDENTS OF SMA NEGERI 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/213  
Lokasi : SMA N 4 Yogyakarta Kota/Kab. KOTA YOGYAKARTA  
Waktu : 03 Januari 2013 s/d 03 April 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 03 Januari 2013

A.n Sekretaris Daerah




Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan

 <p>PEMERINTAH KOTA YOGYAKARTA <b>DINAS PERIZINAN</b> Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682 EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id</p>	
<b>SURAT IZIN</b>	
NOMOR : 070/0024 0052/34	
Dasar	: Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta Nomor : 070/52/V/1/2013 Tanggal : 03/01/2013
Mengingat	: 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta; 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta; 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta; 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
Dijijinkan Kepada	: Nama : PETET WIDYANINGRUM P. NO MHS / NIM : 08202244018 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY Alamat : Kampus Karangmalang, Yogyakarta Penanggungjawab : G. Suharto, M.Pd. Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING STUDENTS' WRITING SKILLS BY USING POTFOLIO ASSESSMENT TO GRADE XI STUDENTS OF SMA NEGERI 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013
Lokasi/Responden	: Kota Yogyakarta
Waktu	: 03/01/2013 Sampai 03/04/2013
Lampiran	: Proposal dan Daftar Pertanyaan
Dengan Ketentuan	: 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta) 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya
<p>Tanda tangan Pemegang Izin</p> <p> PETET WIDYANINGRUM P.</p>	
<p>Tembusan Kepada :</p> <p>Yth. 1. Walikota Yogyakarta(sebagai laporan) 2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY 3. Ka. Dinas Pendidikan Kota Yogyakarta 4. Kepala SMA Negeri 4 Yogyakarta 5. Ybs.</p>	
<p>Dikeluarkan di : Yogyakarta pada Tanggal : 04-1-2013</p> <p>An. Kepala Dinas Perizinan Sekretaris</p> <p> Drs. HARDONO NIP. 195804101985031013</p>	





**PEMERINTAH KOTA YOGYAKARTA**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 4 YOGYAKARTA**  
 Jl. Magelang, Karangwaru Lor, Kota Yogyakarta 55241 Telp. 513245, Fax (0274) 582286  
 Website: www.patbhe-jogja.sch.id, e-mail: info@patbhe-jogja.sch.id

### SURAT KETERANGAN

Nomor : 070 / 566

Yang bertanda tangan dibawah ini :

Nama : Dra. Hj. BAMBANG RAHMAWATI NINGSIH  
 NIP : 19601028 198602 2 002  
 Pangkat, gol./ruang : Pembina, Gol. IV / a  
 Jabatan : KEPALA SEKOLAH  
 Unit kerja : SMA Negeri 4 Yogyakarta,


Dengan ini menerangkan bahwa :

Nama : PETET WIDYANINGRUM P  
 NO. MHS. / NIM : 08202244018  
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY

Telah melakukan penelitian dengan judul: IMPROVING STUDENTS' WRITING SKILLS BY USING POTFOLIO ASSESSMENT TO GRADE XI STUDENTS OF SMA NEGERI 4 YOGYAKARTA IN ACADEMIC YEAR OF 2012 / 2013.

Dengan Guru Pembimbing : PRIYADI NUGROHO, S.Pd  
 NIP : Naban. 2072  
 Jabatan : Guru Bahasa Inggris  
 Yang dilaksanakan pada : 03 Januari 2013 Sampai 03 April 2013

Demikian Surat Keterangan ini kami berikan untuk digunakan sebagaimana mestinya.

Yogyakarta, 25 Februari 2013  
 Kepala Sekolah,  
  
 Dra. Hj. Bambang Rahmawati Ningsih  
 NIP. 19601028 198602 2 002

